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ABSTRACT

This is the third of a series of Capsule Bibliographies on current issues on urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Educational Resources Information Center (ERIC) Clearinghouse profile for urban and minority concepts. Such descriptors (subject headings) as human relations, group relations, interpersonal relationship, self concept, identification (psychological) classroom environment, student and teacher attitudes, activism, violence, and teacher education are used to encompass the concept of human relations in the classroom. The bibliography covers materials in the ERIC system from January 1975 through June 1976. The cited items are arranged exactly as they have been printed out by computer. Citations are in descending order of ERIC number. Documents follow the journal articles in the bibliography. A categorized index to the references is provided. (Author/AM)

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Number 3, August 1976

HUMAN RELATIONS IN THE CLASSROOM

Compiled by

Raja Jayatilleke

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INTRODUCTION

This is the third of a series of Capsule Bibliographies on current issues in urban and minority education. It is a selection from a computer search using suitable descriptors matched against a standard Clearinghouse profile for "urban and minority" concepts. Such descriptors (subject headings) as human relations, interpersonal and group relations, self concept, psychological identity, classroom environment, student and teacher attitudes, activism, violence, and teacher training were used to encompass the concept of human relations in the classroom. The bibliography covers materials in the ERIC System from January 1975 through June 1976.

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1 EJ133710 UD504120
School Integration and Minority Student Tokenism.
Rist, Ray C. Integrated Education; 14; 1; 18-20 Jan-Feb 76
Descriptors: *School Integration/ *Educationally Disadvantaged/ *Minority Group Children/ *Racial Balance/ *Token Integration/ Civil Rights/ Racial Factors/ Racial Distribution/ Racially Balanced Schools/ Racial Segregation
Suggests that school systems refrain from policies of token dispersal unless black parents specifically request such a program, and proposes that a small number of predominantly white schools allow integration with larger percentages of minority students. (Author/AM)

2 EJ133664 TM502071
Value Changes in Third Generation Japanese Americans
Conner, John W. Journal of Personality Assessment; 39; 6; 597-600 Dec 75
Descriptors: *Personal Values/ *Changing Attitudes/ *Japanese Americans/ *Acculturation/ Comparative Analysis/ Caucasian Students/ College Students/ Higher Education
Identifiers: *Edwards Personal Preference Schedule
The Edwards Personal Preference Schedule was administered to third generation Japanese Americans and Caucasian college students to compare and investigate the changes in values. (Author/DEP)

3 EJ132640 EC080875
Psychosocial Development Among Black Children and Youth: A Reexamination
Taylor, Ronald L. American Journal of Orthopsychiatry; 46; 1; 4-19 Jan 76
Descriptors: *Minority Groups/ *Negroes/ *Self Concept/ *Psychology/ *Social Development/ Exceptional Child Education/ Disadvantaged Youth/ Research Reviews (Publications)/ Theories/ Research Methodology/ Discriminatory Attitudes (Social)

4 EJ132129 AA522046
Cultural Differences Important in Education of Black Children
Gay, Geneva Momentum; 6; 3; 39-3 Oct 75
Descriptors: *Cultural Differences/ *Negro Students/ *Cultural Traits/ *Student Teacher Relationship/ *Negro Culture / Ethnic Groups/ School Environment/ Student Experience/ Student School Relationship/ Learning Activities
A few of the most obvious differences between Black students' and schools' expectations relative to learning styles, value systems, communication habits, and interpersonal interactions were explored. (Author/RK)

5 EJ132049 UD504173
Race in the Curriculum
Thomas, K. C. New Era; 56; 7; 10-13 Sep-Oct 75
Descriptors: *Racial Attitudes/ *Race Relations/ *Minority Group Children/ *Secondary School Students/ Friendship/ Sociometric Techniques/ School Surveys/ Immigrants/ Urban Youth
Identifiers: *England (London)
A sociometric study of ethnic cleavage carried out at an all boys secondary school in London found, it is stated, that in all year groups pupils significantly preferred children of their own ethnic groups as friends; comparison of age groups revealed a clear progression with a higher degree of ethnic self group preference in the fourth year. Available from The New Era, 56 Grayshott Road, London SW11 5TS, England . (Author/JM)

6 EJ132046 UD504170
Black Identity and Curriculum Change
Woodroffe, Bev New Era; 56; 3; 79-81 Apr 75
Descriptors: *Identification (Psychological)/ *Negro Youth/ *Curriculum Development/ *Immigrants/ Racial Recognition/ Educational Problems/ African American Studies/ Urban Youth/ Secondary Education
Identifiers: *England (London)

7 EJ132010 UD504113
Bussing, Teachers' Attitudes and Interracial Discipline Problems
Peretti, Peter O.; Swanson, Kathy Illinois Schools Journal ; 55; 49-55 Spr/Sum 75
Descriptors: *Teacher Attitudes/ *Integration Methods/ *Integration Effects/ *Discipline Problems/ *Minority Group Children/ Race Relations/ Racial Segregation/ Elementary School Teachers/ Elementary Education/ Bus Transportation
Argues that initial teachers' attitudes and sentiments toward bussing for the purpose of integration is a fruitful area for future research since these earliest directions might be assumed to be associated with a more realistic sentimental stand toward the issues involved. (Author/AM)

8 EJ131998 UD504101
Bussing and Academic Achievement: A Two-Year Follow Up
Schellenberg, James; Halteman, John Urban Education; 10; 4 ; 357-365 Jan 76
Descriptors: *Minority Group Children/ *School Integration/ *Integration Methods/ *Academic Achievement/ *Bus Transportation/ Urban Education/ Elementary School Students/ Standardized Tests/ Reading Achievement/ Matched Groups
Results covering a period of two years (including three academic years) fail to give any evidence that elementary school children who are bussed do any better academically than those who remain in inner-city schools. (Author/AM)

9 EJ131970 UD504073
Intra and Inter-Racial Cooperation
Inouye, Daniel K. Crisis; 82; 10; 379-384 Dec 75
Descriptors: *Asian Americans/ *Community Cooperation/ *Group Relations/ *Race Relations/ Japanese Americans/ Korean Americans/ Chinese Americans/ Filipino Americans
Identifiers: Vietnamese Americans/ Cambodian Americans
The history of inter-ethnic relations among Asians in this country is said to reflect a pattern of separatism than one of cooperation. The case for cooperation among Asian-Americans in the struggle for their respective places and identity in American society is noted. (Author/AM)

10 EJ131912 UD503997
Cultural Differences Between Anglos and Chicanos
Stewart, Ida Santos Integrated Education; 13; 6; 21-23 Nov-Dec 75
Descriptors: *Mexican Americans/ *Psychological Studies/ *Parent Attitudes/ *Teacher Attitudes/ *Student Attitudes/ Caucasians/ Cultural Differences/ Elementary Schools/ Research Methodology/ Comparative Analysis
Discusses a study concerned with the identification of the

11 EJ131868 UD503953
Equality for Black Children
Scales, Alice M.; Smith, Gloria S. Negro Educational Review; 26; 4; 190-193 Oct 75
Descriptors: *Negro Youth/ *Student Characteristics/ *Parent Responsibility/ *Majority Attitudes/ *Negro Attitudes/ Negro Role/ Social Structure/ Negroes/ Racism/ Equal Education
Briefly describes society's perception of black children, black adults' responsibility for black children, and problems encountered in attempting to liberate the black child, asserting that white society has ill-defined and mis-educated the public irrespective of blacks' counter reactions. (Author/JM)

12 EJ131863 UD503948
Defining the Situation
Lloyd, R. Grann Negro Educational Review; 26; 4; 142-146 Oct 75
Descriptors: *School Integration/ *Civil Rights/ *Negro Education/ *Integration Effects/ Racial Integration/ Integration Studies/ Integration Methods/ Public Policy/ Policy Formation
Identifiers: *Coleman (James S)
Critically examines James S. Coleman's stated views on public school desegregation and public policy, asserting that the use of empirical research on the effects of desegregation to form policy on the pursuance of integration overlooks the rights blacks have as citizens to integrated public facilities, including schools. (JM)

13 EJ131857 UD503942
Youth, Parents, and Teachers in Chinatown: A Triadic Framework of Minority Socialization
Hirata, Lucie Cheng Urban Education; 10; 3; 279-296 Oct 75
Descriptors: *Minority Group Children/ *Socialization/ *Parent Attitudes/ *Chinese Americans/ *Teacher Attitudes/ Generation Gap/ Adult Characteristics/ Student Attitudes/ Field Interviews
Identifiers: California (Los Angeles)
An express attempt to integrate the following two concerns in the socialization of minority children by examining the relationship among minority adults or parents, minority youth or students, and teachers in public schools located in the minority community. Continuity between family and school as agents of socialization and generational conflict. (Author/JM)

14 EJ131663 SP50[illegible]175
Black Students at White Colleges
Johnson, Henry Today's Education; 64; 1; 33-6 Jan/Feb 75
Descriptors: *College Students/ *Negroes/ *Interpersonal Relationship/ *College Integration/ Higher Education/ Withdrawal Tendencies (Psychology)/ Aggression
This article discusses the problems and conflicts faced by black college students and the ways in which they are expected to react or cope with the problems. (RC)

15 EJ131419 PS504482
The Self-Concept of Children in Ethnic Groups: Black American and Korean American
Chang, Theresa S. Elementary School Journal; 76; 1; 52-59 Oct 75
Descriptors: *Elementary Education/ *Self Concept/ *Korean Americans/ *Negro Youth/ *Rating Scales
This study found self-ratings of Korean-American children to be higher than those of black American children on behavior, intellectual and school status, happiness and satisfaction, but lower than those of black children on physical appearance and popularity. Significant differences were also found for grade level and sex. (JMB)

16 EJ130876 CS706931
Folklore in the Freshman Writing Course
Haring, Lee; Foreman, Ellen College English; 37; 1; 13-21 Sep 75
Descriptors: *English Instruction/ *Minority Groups/ *Educational Disadvantagement/ *Self Concept/ College Freshmen/ Teaching Techniques/ Composition (Literary)/ Folklore Books/ Verbal Ability/ Language Patterns
Identifiers: *Folklore
Disadvantaged students should be encouraged to explore and use the language resources of their own folk cultures. (JH)

17 EJ129161 CG509618
Affective Considerations in Minority Program Design
Hall-Mitchum, Dora E. Journal of Non-White Concerns in Personnel and Guidance; 4; 2; 71-76 Jan 76
Descriptors: *Academic Achievement/ *Self Concept/ *Racial Discrimination/ *Negro Students/ *Cultural Factors/ State Of The Art Reviews/ Self Esteem/ Motivation/ Affective Objectives/ Employment Problems
The author discusses the factors responsible for the lower academic achievement of minority students. External control, negative self concept and lack of equal opportunities for employment of black students are some of the important factors mentioned. She makes a number of suggestions to enhance the academic achievement of black students. (SE)

18 EJ129049 CG509506
Black-White Dilemmas: Counselors, Busing, Desegregation
Hayes, Edward J.; Rayburn, Wendell G. School Counselor; 23; 2; 99-102 Nov 75
Descriptors: *Racial Discrimination/ *School Integration/ *Race Relations/ *Educationally Disadvantaged/ *Counselor Role/ Elementary Secondary Education/ Counselor Attitudes/ Bus Transportation/ Negro Students/ State Of The Art Reviews
The authors consider the arguments against busing and school desegregation as ludicrous and camouflaged racism. They especially deplore those educators and counselors who are opposed to desegregation. It is the duty of counselors, the authors maintain, to avoid confrontation between races by keeping lines of communication open. (SE)

19 EJ128161 RC501973
Indian Studies in the Classroom
Evans, Richard M.; Husband, Michael B. Journal of American Indian Education; 15; 1; 4-7 Oct 75
Descriptors: *American Indians/ *Cultural Awareness/ *Institutes (Training Programs)/ *Program Evaluation/ *Teacher Attitudes/ Affective Objectives/ Cognitive Objectives/ Social Change
Identifiers: Iowa (Sioux City)
A three-phase Indian education training institute (held in Sioux City, Iowa) is evaluated in terms of the affective and cognitive change among teacher participants. (JC)

20 EJ127524 CS703543
The Perception of Personal Space Among Black and White Americans
Connolly, Patrick R. Central States Speech Journal; 26; 1; 21-8 Spr 75
Descriptors: *Space Orientation/ *Interaction/ *Interpersonal Relationship/ *Ethnic Groups/ *Behavior Patterns/ *Nonverbal Communication/ Higher Education/ Behavioral Science Research/ Caucasians/ Negroes
Identifiers: *Proxemics/ Dyadic Communication
Investigates various ethnic interpretations of appropriate distances for interaction. (MH)

21 EJ123596 UD503812
Black Culture. Negroes and Colored People: Racial Image and Self-esteem Among Black Adolescents
Cummings, Scott; Carrere, Robert Phylon; 36; 3; 238-248 Sep 75
Descriptors: *Negro Youth/ *Identification (Psychological)/ *Self Esteem/ *Self Concept/ *Socialization/ Negro Culture/ Ethnic Stereotypes/ High School Students/ Racial Recognition
Identifiers: Connecticut
Data from a survey of black high school seniors is used to test two ideas. It is stated: that (1) explanations of lw self-esteem among blacks are based, to a large extent, on the assumption that whites serve as a significant other for blacks, and (2) that this negatively affects their general level of self-esteem. (Author/dM)

22 EJ123155 RC501917
Teachers and Students: Differences in Teacher Interaction with Mexican American and Anglo Students. Report V: Mexican American Education Study, A Report of the U.S. Commission on Civil Rights
Journal of Comparative Cultures; 1; 4; 195-258 Sum 73
Descriptors: *Anglo Americans/ *Interaction Process Analysis/ *Mexican Americans/ *Student Teacher Relationship/ *Teacher Influence/ Classroom Integration/ Educational Equality/ Elementary Secondary Education
Identifiers: Southwest
Teacher-pupil verbal behavior in the classroom was assessed to discover if any significant differences existed in the interactions of teachers toward Mexican American and Anglo students. (NQ)

23 EJ123153 RC501913
The Influence of Language and Ethnicity on the Measurement of Self-Concept of Spanish-Speaking Migrant Pupils
Greene, John F.; Zirkel, Perry A. Journal of Comparative Cultures; 1; 3; 165-9 Spr 73
Descriptors: *Ethnic Origins/ *Language/ *Migrant Children/ *Self Concept/ *Spanish Speaking/ Analysis Of Variance/ Cultural Factors/ Sex (Characteristics)
The effect of such examiner variables as language, ethnicity, and sex in the measurement of the self-concept of 169 Spanish speaking migrant pupils were studied. (Author/NQ)

24 EJ123141 RC501903
Positive Stereotyping: The Cultural Relativist in the Classroom
Kleinfeld, Judith Human Organization; 34; 3; 269-74 Fall 75
Descriptors: *American Indians/ *Positive Reinforcement/ *Stereotypes/ *Teacher Attitudes/ Educational Anthropology/ Progressive Education/ Racial Discrimination/ Student Teacher Relationship
Identifiers: *Cultural Relativists

25 EJ121662 UD503934
Race, Deprivation, and Adolescent Self-Images
Hulbary, William E. Social Science Quarterly; 56; 1; 105-14 Jun 75
Descriptors: *Negro Youth/ *Negro Attitudes/ *Self Concept/ *Racial Factors/ *Disadvantaged Environment/ Economic Disadvantagement/ Identification (Psychological)/ Self Esteem/ Educational Research
Identifiers: Social Science Research
Research results in the self-perceptions of white and black adolescents indicate that black self-images were more positive than those of whites and provided little evidence of self-rejection or self-hate. (Author/DE)

26 EJ119521 UD503610
Southern black Student Activism: Assimilation vs Nativalism
Rosenthal, Joel Journal of Negro Education; 44; 3; 113-129 Spr 75
Descriptors: *Activism/ *Identification (Psychological)/ *Negro Colleges/ *Black Power/ *Negro Students/ Civil Rights/ Negro Education/ Acculturation/ Black Community/ Civil Disobedience
An historical account of Southern Black student dissent in Black colleges in this century which focuses on the continuing conflict between the traditional forces of integration and the pull of assimilation as opposed to a more recent emphasis on black nationalism and a search for a truly black university structure. (EM)

27 EJ117317 CG508684
Understanding Minority Group Children in the Classroom
Shipley, Diana G. Journal of the National Association of College Admissions Counselors; 19; 4; 19-21 Mar 75
Descriptors: *Minority Group Children/ *Teacher Attitudes/ *Learning/ *Classroom Environment/ *Biracial Schools/ Elementary Education/ State Of The Art Reviews
The task for the teacher working in a bi-racial setting is not to debate where the fault lies for lack of achievement, but rather to develop approaches that will enhance pupil learning. The author gives some tips regarding how to provide a learning environment. (Author/HMV)

28 EJ117260 CG508627
An Appraisal Of Some Recent Evidence Dealing With The Mental Health of Black Children and Adolescents, And Its Implications for School Psychologists and Guidance Counselors
Cummings, Scott Psychology in the Schools; 12; 2; 234-237 Apr 75
Descriptors: *Mental Health/ *Negro Youth/ *School Psychologists/ *Self Concept/ *Racial Factors/ Counselors/ State Of The Art Reviews/ Elementary Secondary Education/ Identification (Psychological)
The author suggests that counselors and school psychologists examine their orientations toward the mental health of black children, especially if they, the counselors, are white. (Author)

29 EJ116419 PS503980
Perceptual Concomitants of Racial Attitudes in Urban Grade-School Children
Katz, Phyllis A.; And Others Developmental Psychology; 11; 2; 135-144 Mar 75
Descriptors: *Racial Attitudes/ *Racial Characteristics/ *Elementary School Students/ *Negro Students/ *Caucasian Students/ Attitude Tests/ Visual Stimuli/ Urban Youth
Investigated the effects of perceptual differentiation in groups and assessed its relation to intergroup attitudes in children Subjects were black children and white children from the second, fourth and sixth grades. (SDH)

30 EJ115630 CG508553
An Identity Group Experience: Changing Priorities
Suggs, Robert C. Journal of Non-White Concerns in Personnel and Guidance; 3; 2; 75-81 Jan 75
Descriptors: *Group Counseling/ *Counseling Programs/ *Negro Youth/ *Identification (Psychological)/ Program Descriptions/ Helping Relationship/ Secondary Education
The author contends that American society has experienced a developmental change in that the search for identity now takes priority over the achievement of specific goals; he describes a program designed to help Black students find their identity through a group setting. (Author/HMV)

31 EJ113495 UD503436
Labeling Black Children: Social-Psychological Implications
Ladner, Joyce A. Journal of Afro-American Issues; 3; 1; 43-52 W 75
Descriptors: *Negro Youth/ *Self Concept/ *Grouping (Instructional Purposes)/ *Student Evaluation/ *Racial Discrimination/ Self Esteem/ Racism/ Classification/ Negro Stereotypes/ Identification (Psychological)
An analysis of the dynamics involved in the process of attaching labels of inferiority to black children, in terms of the function which this mechanism serves for the dominant group and the consequent deleterious psychological effects on the children. (EH)

32 EJ112053 AA520214
Improving Relationships: White Principal, Black Student
Kern, Charles R. NASSP Bulletin; 59; 389; 34-8 Mar 75
Descriptors: *Administrator Attitudes/ *Negro Students/ *Self Concept/ *Student Attitudes/ *Problem Solving
The normal possibility of misunderstanding between administrator and student is multiplied many times if the former is white and the latter black, says this author. He elucidates the dynamics of this explosive situation. (Editor)

33 EJ111826 UD503391
Self-Concept and Achievement: Implications for Educational Programs
Marx, Ronald W.; Winne, Philip H. Integrated Education; 13 ; 1; 30-31 Jan-Feb 75
Descriptors: *Academic Achievement/ *Self Concept/ *Self Concept Tests/ *Self Esteem/ *Negro Youth/ Elementary Grades
The report of a study of black, lower socioeconomic status children in grades 5 and 6 casts doubt on the expectation that achievement can be increased as a direct result of attempts to enhance self-concept. (EH)

34 EJ111603 SO503592
Differential Self-Concept in American Indian Children as a Function of Language and Examiner
Lefley, Harriet P. Journal of Personality and Social Psychology; 31; 1; 36-41 Jan 75
Descriptors: *Psycholinguistics/ *Self Concept/ *Culture Free Tests/ *American Indians/ *Receptive Language/ Cultural Factors / American Indian Culture/ Psychological Studies/ Psychological Tests/ Psychology/ American Indian Languages
The hypothesis that minority self-concept may vary as a function of implicit ethnic and nonethnic evaluative criteria is investigated by testing 40 Mikasaki Seminole Indian children in their native language with Indian examiners and in English with Anglo examiners. The results indicate response stability across languages and time. (Author/DE)

35 EJ111600 SO503589
University Climate Perceptions by Black and White Students
Pfeifer, C. Michael, Jr.; Schneider, Benjamin Journal of Applied Psychology; 59; 5; 660-662 Oct 74
Descriptors: *Student Attitudes/ *Negro Students/ *Student School Relationship/ *Psychological Studies/ *Racial Differences/ Racism/ Psychology/ Caucasian Students/ Student Alienation/ Universities
Differences in black student and white student perceptions of university climate were examined at an integrated university. The results indicate blacks perceived the climate more negatively. (Author/DE)

36 EJ111451 RC501705
The Self-Concepts of Black Students in a Predominantly White and in a Predominantly Black High School
Hughes, Ronald E.; Works, Ernest Sociology and Social Research; 59; 1; 50-4 Oct 74
Descriptors: *Comparative Analysis/ *High School Students/ *Negro Students/ *Self Concept/ *Seniors/ Caucasians/ Sex Differences

37 EJ109736 PS503713
Effect of Social Distance on Teaching Strategies of Anglo-American and Mexican-American Mothers
Steward, Margaret S.; Steward, David S. Developmental Psychology; 10; 6; 797-807 Nov 74
Descriptors: *Anglo Americans/ *Mexican Americans/ *Preschool Children/ *Student Teacher Relationship/ *Parent Child Relationship/ Social Differences/ Interaction/ Behavior Patterns/ Parent Student Relationship/ Teaching Styles
Explores the variable of social distance between teacher and learner by observing the pattern of interaction between Anglo- and Mexican-American mothers and their own preschool sons, boys from a similar background, and boys from a different ethnic and social class background. (Author/SDH)

38 EJ109569 HE506035
Educating for Practice in the Chicano Community
Souflee, Federico; Schmitt, Graciela Journal of Education for Social Work; 10; 3; 75-84 F 74
Descriptors: *Higher Education/ *Social Work/ *Mexican Americans/ *Curriculum Development/ *Cross Cultural Training/ Social Workers/ Professional Education
Identifiers: Delivery Systems
Curriculum content areas and emphases, as well as training modalities, are discussed and suggested as possible means for educating practitioners to better understand and serve Mexican Americans. The development of bicultural practice models in service delivery systems is also stressed. (Editor)

39 EJ108901 CG508135
Superfly, The Mack, Black Youth, and Counselors
Hayes, Edward J.; And Others School Counselor; 22; 3; 174-179 Jan 75
Descriptors: *Self Concept/ *Negro Youth/ *Films/ *Aggression / *Counselor Training/ State of the Art Reviews/ Individual Development/ Black Power/ Violence/ Counseling Effectiveness
Focuses attention of counselors on the possible negative impact of blaxploitation films on self-concept development and aggressive behavior patterns of youth who view such films. Graduate-level counselor education curricula should include exposure to the possible effects that may accrue from current black films. (Author)

40 EJ108428 TM501389
The Inequality of Educational Opportunity in the Southwest: An Observational Study of Ethnically Mixed Classrooms
Jackson, Gregg; Cosca, Cecilia American Educational Research Journal; 11; 3; 219-29 Sum 74
Descriptors: *Teacher Behavior/ *Student Teacher Relationship / *Mexican Americans/ *Anglo Americans/ *Comparative Analysis/ Educational Opportunities/ Classroom Observation Techniques/ Interaction/ Codification
A slightly modified Flanders interaction coding system was used to code teacher verbal behaviors with reference to the ethnicity of the student to whom each behavior was directed. A number of statistically significant, substantial and pedagogically important disparities in teacher behaviors were directed toward Mexican American and Anglo students. (Author/RC)

41 EJ106951 AA519573
"Good Teachers" - Loud and Clear
Saunders, Jack O. L.; Wright, Robert E. NASSP Bulletin; 58 ; 386; 38-43 Dec 74
Descriptors: *Junior High School Students/ *Student Characteristics/ *Ethnic Groups/ *Student Teacher Relationship/ *Student Attitudes/ Tables (Data)/ Teacher Evaluation
A revealing study of junior high students shows that this group values teachers who are fair and know their subjects more than they value mere ethnic background. Three-fourths of the students surveyed indicated that ethnic extraction was not an important variable in teacher preference. (Editor)

42 EJ106810 UD503258
The Self Concepts of Two Groups of Black Female College Students
Samuel, Nadene; Laird, Dorothy S. Journal of Negro Education; 43: 2: 220-233 Spr 74
Descriptors: *Self Concept/ *Negro Students/ *Sex Differences / *Sex Stereotype/ *College Students/ Females
The self concept of black females on a predominantly white campus was compared with those on a predominantly black campus using the Tennessee Self Concept Scale (TSCS). No significant differences were found between the scores of the two groups, although some differences from the norm group on this Scale are reported and discussed with reference to typical stereotypes of black women. (EH)

43 EJ105806 UD503254
Challenging Pre-Service and In-Service Teachers Perceptions of Minority Group Children: A Review of Research
Swick, Kevin J. Journal of Negro Education; 43: 2; 194-201 Spr 74
Descriptors: *Minority Group Children/ *Teacher Attitudes/ *Racial Attitudes/ *Inservice Teacher Education/ *Preservice Education/ Literature Reviews/ Racial Discrimination/ Racism
A brief review of programmatic efforts for educating teachers of culturally different children to examine their ethnic-racial perspectives and behaviors toward minority group children. (EH)

44 EJ106318 RC501645
Alienation and Achievement among Indian-Metis and Non-Indians in the Mackenzie District of the Northwest Territories
Franklyn, Gaston J. Northian; 10: 2; 28-39 Spr 74
Descriptors: *American Indians/ *Ethnic Status/ *Student Alienation/ *Student Attitudes/ Academic Achievement/ Expectation/ Literature Reviews
Identifiers: *Northwest Territories
The study examined the assumption that a student's conformity with the achievement value expectations of the school is dependent on the extent to which there is congruence between institutional expectations and individual value orientations. (NQ)

45 EJ104745 RC501613
A Backward Glance at Self-Identification of Blacks and Chicanos
Loomis, Charles P. Rural Sociology; 39; 1; 96 Spr 74
Descriptors: *Changing Attitudes/ *Ethnic Origins/ *Mexican Americans/ *Negroes/ *Self Concept/ Activism/ Civil Rights/ History/ Human Development/ Individual Power

46 EJ103426 UD503099
Development of the Self Concept in Black and White Children
Beglis, Jeanne F.; Sheikh, Anees A. Journal of Negro Education; 43; 1; 104-110 W 74
Descriptors: *Elementary School Students/ *Negro Students/ *Caucasian Students/ *Self Concept/ Racial Differences/ Individual Development/ Urban Schools/ Sex Differences/ Age Differences
Identifiers: *Wisconsin
Compares the self-concept of Negro and white children, using data collected in a study of 16 second grade, 40 fourth grade and 24 sixth grade pupils attending two parochial elementary schools in Milwaukee, Wisconsin; an attempt was made to control socio-economic status. (JM)

47 ED120303 UD015886
A Study of Attitudinal Changes in Inner City Students as a Result of Constructive Participation in an Urban Environmental Studies Program.
Stranix, Edward L.
Note: 17p.; Paper presented at the First National Conference on Urban Education (Kansas City, Missouri, November 1975)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors: *Action Research/ Activity Learning/ *Changing Attitudes/ Cognitive Tests/ Community Action/ Course Objectives / Course Organization/ Disadvantaged Youth/ Grade 7/ Grade 8/ *Minority Group Children/ Primary Education/ *School Attitudes/ Secondary Education/ *Urban Environment
Identifiers: *Pennsylvania (Philadelphia)
Two classes, each comprised of seventh and eighth grade students, are used to test the hypothesis that student participation in observing and solving real-life environmental problems increases positive changes in their attitudes toward school. Two methods of teaching urban environmental studies are used: an experimental community action approach using instamatic cameras and super 8mm cameras, and a traditional classroom instruction using the latest films, film strips, multimedia kits, records, texts, and pamphlets dealing with urban environmental problems. Results of the testing show that significant gains are attained by the experimental group in all seven attitudinal areas tested. The teacher made cognitive tests results exhibits no significant differences between the two groups. Generally, the test results demonstrate that inner-city students attitudes toward school improve when they are given an opportunity to participate in urban action projects which deal with real-life community concerns, and that students in both groups gain an equivalent degree of factual knowledge in the area of urban environmental problems. Using the urban environment as a learning resource and initiating student action groups are recommended for elementary students as well as for teenagers involved in urban studies programs. (Author/AM)

48 ED120177 SP009953
A Study of the Effectiveness of the TOD (Teachers of the Disadvantaged) Program at Ball State University.
Sciara, Frank J.
Ball State Univ., Muncie, Ind. Inst. for the Preparation of Teachers of the Disadvantaged.
Publ. Date: Oct 74 Note: 36p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
Descriptors: *Disadvantaged Youth/ Education Majors/ Elementary Education/ *Preservice Education/ *Teacher Attitudes / *Teacher Education Curriculum/ Teacher Employment/ Teacher Morale/ *Teacher Placement/ Teaching Experience
This report presents the results of the program evaluation of Ball State University Teacher's College's Teachers of the Disadvantaged (TOD) program. The students in this program take special courses and have special training intended to qualify them to teach children from lower socio-economic groups. Sixty-six elementary teachers who had been through the TOD program and 76 elementary teachers who had completed a regular course of study were sent three-part questionnaires in the spring following graduation. The first part of the questionnaire established that TOD participants were in fact teaching in disadvantaged schools to a greater extent than non-TOD participants. The second part had respondents rate their preparation for teaching according to the 10 stated objectives of TOD. The TOD respondents expressed more satisfaction with their college preparation for teaching, although they cited discipline and communication with parents as problem areas. The third part provided the opportunity for suggestions to improve the elementary teacher preparation program at Ball State. The author of the report concludes with some suggestions toward revising the education curriculum to make it more flexible and to allow students to elect courses of special interest to them without being over-burdened by other less useful courses. (Appendixes list the 10 objectives of TOD and include the teacher questionnaire and an analysis of the responses.) (CD)

49 ED120173 SP009946
Teacher Education Programs for Native People. Biographies in Education No. 55.
Canadian Teachers' Federation, Ottawa (Ontario).
Report No.: C-75107
Publ. Date: Nov 75 Note: 23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors: *American Indians/ Annotated Bibliographies/ *Education Majors/ Higher Education/ *Teacher Education/ *Teacher Programs
Identifiers: Canada
This bibliography lists material that has appeared since 1968 on teacher education programs for native people. It is divided into the following two sections: (1) books and papers, and (2) articles and excerpts from books. Each listing contains the author, title, city of publication, publisher, number of pages, date of publication, and usually an abstract or annotation. Listed are journal articles with the volume number. Materials available through ERIC are designated by the ERIC ED or EJ number. (RC)

50 ED119881 32 RC009020
Title I Instructional Aides' Training Sessions (Nampa, Idaho, School District 131, November 21, 1974-January 2, 1975.
Pearce, Consuelo O. de
Migrant Education Resource Center, Nampa, Idaho.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Publ. Date: 75 Note: 20p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors: Child Development/ *Cultural Awareness/ *Institutes (Training Programs)/ *Instructional Aids/ Language Arts/ Methods/ Mexican Americans/ *Migrant Child Education/ Reading Instruction/ *Role Perception/ Self Concept/ Student Needs/ *Teacher Aides
Identifiers: Elementary Secondary Education Act Title I/ ESEA Title I
The four training sessions for instructional aides working with migrant children in the Nampa, Idaho school district included objectives to facilitate: (1) awareness of aide influence; (2) aide self-confidence; (3) comfortable interaction between aides and school district personnel; (4) problem detection and prevention; (5) the aide's role in school-home communication; (6) sensitivity to migrant and Mexican American student needs; (7) comprehension of student bilingualism; (8) understanding of the importance of diagnostic testing; (9) use of individualized methodology; (10) interpretation skill at parent-teacher conferences. The first training session involved discussion of the role of the aide and the special needs of migrant children, while the second session involved continued discussion of migrant needs; a descriptive narrative on what it means to have a good self-image; and a film, "Children of the Fields", on the experiences and responsibilities of migrant children. The third session involved interchange with a child development specialist and examination of Erik Erikson's eight stages in the psycho-social development of man. The final session was devoted to examining objectives; sharing past experiences; discussing specific duties of the aide; and discussing specific ways in which an aide can assist in reading and language arts instruction. (JC)

'51 ED119532 HE007061
An Exploratory Study of the MLK Martin Luther King Program Improvement. Report No. 3.
Bournazos, Kimon
Western Michigan Univ., Kalamazoo. Center for Educational Research.
Publ. Date: Jan 74 Note: 57p.; For related document, see HE 007 062
EDRS Price MF-$0.83 HC-$3.50 Plus Postage
Descriptors: *College Environment/ Curriculum/ Dormitories/ Educational Assessment/ *Higher Education/ *Negro Students/ Program Improvement/ Questionnaires/ *Student Attitudes/ *Student College Relationship/ Student Needs/ Student Teacher Relationship/ Tables (Data)
Identifiers: *Martin Luther King Program/ Western Michigan University
Six hundred thirty-three students from Western Michigan University answered a 46-item questionnaire concerning their attutides on such matters as living conditions, curriculum, community relations, faculty-staff relations, careers, and interpersonal relations. Respondents were divided into three groups: (1) the experimental group, consisting of 135 black students who were in the Martin Luther King Program; (2) a control group of black students who were never in any type of minority program; and (3) students from predominately white neighborhoods and white high schools. Findings led to specific recommendations for the improvement of the program. (Author/KE)

'52 ED119493 FL007465
Preparing Educators for Bilingual Education: Needs and a Response.
Light, Richard L.
New York State Association of Foreign Language Teachers.
Publ. Date: Nov 75 Note: 6p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors: *Bilingual Education/ Bilingual Students/ *Bilingual Teachers/ Elementary Secondary Education/ *English (Second Language)/ Higher Education/ Language Programs/ Mexican Americans/ Non English Speaking/ Puerto Ricans/ Reading Skills/ *Spanish Speaking/ *Teacher Education/ Teacher Educator Education
Support for bilingual education continues to grow nationwide. Increased support for the concept of using English with the non-English mother tongue (NEMT) resulted from several factors. The total population of NEMT children in the U.S. grew to 5 million in 1973, while the number of Spanish-speaking children rose to 3.2 million in 1970. The Northeast, particularly New York City, has a heavy concentration of Spanish-speaking children. The Bilingual Education Act, the Fleishmann Commission Report and New York and California studies all acknowledge the numbers of NEMT children, their educational problems and the failure of the educational system to serve their needs. It is agreed that bilingual education will strengthen the child's educational progress, enhance his self-concept and aid reading in both languages. Several studies show that bilingual education is effective; however, there is now an acute shortage of bilingual teachers. The State University of New York at Albany has a successful Master's program for bilingual education administrators and coordinators who could train other bilingual teachers. The program features a strong bilingual staff, a helpful advisory group, access to all SUNY resources and field experience in bilingual schools. (CHK)

53 ED119158# CS002469
A Comparison of Two Vocabulary Development Approaches on Intermediate Grade Menominee Indian Children.
Battle, Edwina Larry
Publ. Date: 75 Note: 165p.; Ph.D. Dissertation, The University of Wisconsin-Madison
Available from: University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-28,783, MFilm $7.50, Xerography $15.00)
Document Not Available from EDRS
Descriptors: *American Indians/ Doctoral Theses/ Elementary Education/ Intermediate Grades/ *Reading Comprehension/ Reading Instruction/ Sight Vocabulary/ *Student Attitudes/ *Teaching Methods/ *Vocabulary Development
Identifiers: *Menominee
This study investigated two approaches to vocabulary development with intermediate grade Menominee Indian children. Specifically, the differences in reading comprehension, writing vocabulary, reading vocabulary, and attitudes toward reading of students were examined. The two methods compared were (1) the Native American Culturally-Oriented Vocabulary Approach (NA/COVA), emphasizing a massive infusion of words and the use of those words in stories written for children by adult Menominee writers, and (2) the Conventional Vocabulary Approach (COVA), emphasizing a massive infusion of words and utilizing the basic reading materials available in the schools. Subjects were 215 fourth, fifth, and sixth grade children living in two towns on the reservation. Four tests, and a count of tokens, types, and descriptive words measured the effects of the approaches. Finding revealed positive significant differences in concept vocabulary, attitudes toward reading, and the number of tokens, types, and descriptive words used in the written discourse of the students using the NA/COVA treatment. (Author/JM)

54 ED118659 UD015571
White Teachers, Black Schools, and the Inner City: Some Impressions and Concerns.
Lincoln, Eugene A.
Pittsburgh Univ., Pa. School of Education.
Sponsoring Agency: Maurice Falk Medical Fund, Pittsburgh, Pa.
Publ. Date: 75 Note: 98p.
Available from: University of Pittsburgh Book Center, 4000 Fifth Avenue, Pittsburgh, Pennsylvania 15260 ($2.50, prepaid)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage
Descriptors: Black Community/ *Caucasians/ Communication Problems/ *Minority Group Teachers/ Negro Education/ Negro Institutions/ *Negro Students/ *Negro Teachers/ Negro Youth/ Public School Teachers/ *Race Relations/ School Environment/ School Personnel/ School Segregation/ Teacher Background/ Teacher Characteristics/ Urban Education
This document presents interview data acquired from white and black teachers and white and black parents. Among the questions dealt with are: why white teachers teach in black schools in the inner city; whether white teachers are willing to accept black leadership (i.e., the black principal); whether a majority white faculty should be assigned to a majority black school; whether racism is widespread among the majority white faculty; whether the white teacher is afraid to discipline the black student, even when the need to do so is obvious; and the extent to which white teachers can interpret the black subculture. Five papers are included, addressing issues such as the white teachers in the all-black school, some comments on the Lincoln project and problems encountered by white teachers in black schools and instruction, learning, and the problems encountered by white teachers in black schools. One paper by public school educators addresses the issue of white teachers in black schools. Firm conclusions concerning all white teachers in black schools in the inner city are held not to be possible from composite interviews. Impressions and concerns identified are: that white teachers and black students come from and live in different worlds; that there is a lack of communication between many white teachers and black teachers in black schools; and, that parents are more concerned with the quality of their children's education than the teacher's skin color. (Author/AM)

55 ED118545 95 SP009833
The Unlikely Alliance: COP and Academe.
Kaplan, George
City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: 75 Note: 19p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors: *Admission Criteria/ College Students/ *Community Involvement/ Degree Requirements/ *Educational Change/ Higher Education/ *Minority Groups/ Minority Group Teachers/ Open Enrollment/ Student College Relationship/ Teacher Aides/ *Teacher Education
Identifiers: *Career Opportunities Program/ COP
It was recognized during the early 1970's that colleges had a responsibility to the communities in which they existed and that more and more people who were not white, middle class, or 18 were demanding a college education. The Career Opportunities Program (COP) was involved in getting colleges and universities to make several kinds of changes in their teacher education programs. One of the changes many institutions made was to establish open admissions or an admission policy in which students lacking normal prerequisites could be accepted on a probationary basis. On-site instruction was another innovation, with professors teaching courses in community schools. Many minority students and older students received bachelors degrees. Most COP students did unexpectedly well both academically and as teachers. Through this program, some teacher aides received degrees, while others received paraprofessional degrees and a concomitant rise in status. Conservative institutions, through association with COP, tended to become a little more progressive, while institutions which were already experimenting with socially relevant programs did so even more. (Descriptions are provided in this bulletin of changes at several of the institutions which were involved with COP.) (CD)

56 ED118160 JC760054
Chicano Studies and Self-Concept: Implications for the Community Colleges.
Gonzalez, Jess
Publ. Date: 75 Note: 107p.; Ed.D. Dissertation, Nova University
EDRS Price MF-$0.83 HC-$6.01 Plus Postage
Descriptors: Bibliographies/ Cultural Awareness/ Cultural Enrichment/ *Ethnic Studies/ *Junior Colleges/ Junior College Students/ *Mexican Americans/ Minority Groups/ *Self Concept/ Self Esteem
Identifiers: *Chicano Studies/ Tennessee Self Concept Scale
This study was designed to assess the effectiveness of community college Chicano Studies courses in raising the self-concept of Chicano students. It was conducted during an 18-week semester at an established community college in an urban area of California. Minority students constituted 45 percent of the college's total enrollment. The study sample consisted of 65 Chicano students (42 males and 23 females) who completed one of four Chicano Studies courses (Chicano Literature, the Chicano and Education, the Psychology of the Mexican-American, and the Mexican-American in the United States). The dependent variable of self-concept was measured by the administration of the Tennessee Self-Concept Scale on the first and last days of class. Results indicated that participation in a Chicano Studies course significantly increased the self-concepts of Chicano students. No significant differences were found on the relationships between income, grade point average, sex differences, and the self-concept measures. An extensive bibliography is appended. (DC)

57 ED118110 IR003012
CAI: Its Role in the Education of Ethnic Minorities.
Crandall, Nelson D.
Publ. Date: Jan 76 Note: 7p.; Paper presented at the Association for the Development of Computer Based Instructional Systems Winter Conference (Santa Barbara, California, January 26-29, California, January
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
Descriptors: American Indians/ *Computer Assisted Instruction / Elementary Secondary Education/ *Ethnic Groups/ Feedback/ Locus of Control/ Mexican Americans/ Minority Groups/ Negroes/ *Reinforcement/ *Self Concept/ *Socioeconomic Background/ Teaching Techniques
According to the Coleman Report of 1966, the poor child considers his success a matter of fate or luck--something completely out of his control. If a child with this outlook is going to succeed, the child must receive immediate gratification for his educational achievements, and he must be shown that success is the result of a cause-and-effect mechanism which he can personally control. Computer assisted instruction is a nearly perfect instrument for this purpose because: (1) it gives the student total control; (2) it operates in a cause-and-effect mode; (3) it is direct; (4) it provides immediate feedback; and (5) it gives specific, explicit directions. Results of several experiments have shown that computer assisted instruction can dramatically improve results on standardized tests. (EMH)

58 ED117280# UD015684
Black Consciousness, Identity, and Achievement: A Study of Students in Historically Black Colleges.
Gurin, Patricia; Epps, Edgar
Publ. Date: 75 Note: 545p.
Available from: John Wiley & Sons, 605 Third Avenue, New York, New York 10016 ($13.95, cloth)
Document Not Available from EDRS
Descriptors: Academic Achievement/ Aspiration/ Black Power/ College Environment/ College Students/ Group Behavior/ Group Relations/ Higher Education/ *Negro Achievement/ Negro Attitudes/ *Negro Colleges/ Negro Culture/ *Negro Education/ Negro Role/ *Negro Students/ Performance/ Post Secondary Education/ *Self Concept/ Success Factors
This book is the result of a series of studies conducted in several historically black colleges from 1964 to 1970. With a focus that changed from a study of activists to a study of students in an institutional context, the book is considered to aim at revealing and clarifying the concerns and dilemmas of black students during an uneasy period when many questions are being raised about the relevance of education. A first purpose of the book is to examine the relationship between relevant identity goals and the traditional academic goals of higher education. A second purpose is to present data gathered from questionnaires and interviews with several thousand black students that either counter common expectations or fill the void of information about black students. Separated into three parts, major topics addressed include individual achievement, collective achievement, and how the two are polarized, independent, or integrated. Data presented are said to document the extraordinary commitment of black students and their families to education. (Author/AM)

59 ED117246 UD015645
The Validation of a Scale Designed to Measure Cultural Attitudes.
Greene, John F.; Zirkel, Perry A.
Publ. Date: 75 Note: 12p.
Descriptors: Anglo Americans/ *Attitude Tests/ Cultural Awareness/ Cultural Background/ Cultural Factors/ Cultural Images/ *Elementary School Students/ Item Analysis/ Measurement Techniques/ *Negro Culture/ *Puerto Rican Culture/ *Student Attitudes/ Test Construction/ Test Reliability
Identifiers: Cultural Attitude Scales
This document comprises two papers. The stated purpose of the first paper was to describe the development of the "Cultural Attitude Scales" (CAS), a pictorial measure designed to assess attitudes toward the black, Puerto Rican, and Anglo-American cultures. The development of the CAS encompassed: (1) the derivation of an item pool from interviews and discussions with parents, pupils, and teachers of each of the target cultural groups; (2) systematic selections and selections by a group of adolescent student judges representing each of the target cultures; and (3) item analysis based on the responses of 336 students in the elementary grades representing these three cultures. The end product was a scale of 15 pictorial items for each of the three cultures with Likert-type response options in the form of faces. The stated purpose of the second paper was to report a study designed to determine the reliability and validity of the CAS using a sample of 330 Anglo-American, black American, and Puerto Rican pupils in grades 1-6. Evidence of construct validity was revealed in the pattern of the mean scores for each cultural group in the same sample of pupils. Evidence of criterion validity were revealed in terms of its statistically significant relationship to the results of a teacher rating scale (r=.32 to .46). (Author/JM)

60 ED117205 95 UD015590
Cultural Conflicts in Values, Assumptions, Opinions. Reference Pamphlets on Intercultural Communication, No.3. Human Relations in Cultural Context, Series C: Teacher Training Materials.
Condon, E.C.
Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.
Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Office of Adult Basic Education.; Office of Education (DHEW), Washington, D.C.
Grant No.: OEG-0-72-1442
Publ. Date: 73 Note: 13p.; this document is available only in microfiche due to reproduction restriction by the publisher
Available from: Rutgers University-G.S.E.,IRES Institute, 10 Seminary Place, New Brunswick, New Jersey 08903 ($1.25, paper)
EDRS Price: MF-$0.75 HC Not Available from EDRS.
Descriptors: Acculturation/ Adult Educators/ American Culture / Anglo Americans/ Bias/ *Changing Attitudes/ Cultural Factors/ *Culture Conflict/ *Ethnic Groups/ Human Relations/ Instructional Materials/ Spanish Culture/ *Teacher Attitudes/ Teacher Education/ *Values
Values tend to become distorted at the intercultural level. What is considered "good" in one society may be criticized as "bad" or "incomprehensible" in another. For example, American culture tends to value time to the point of obsession, whereas Hispanic cultures subordinate temporal considerations to interpersonal relationships. The resulting clash which will occur between representatives of divergent cultures may then be predicted accurately. It should convince teachers, it is argued, of the necessity to adopt a flexible frame of reference and an attitude of suspended judgment in dealing with any crosscultural circumstances. What is needed, is the ability to look at the world through someone else's eyes and to perceive it in the manner determined by the viewer's own cultural filter. Such a skill is simply a matter of acquiring the needed competences in cross cultural understanding. Without this empathy for other cultures, the effectiveness of an adult educator will be considerably reduced, as a result of restrictive communication at the cognitive, as well as the affective and psychomotor levels. The task of the adult educator is not so much that of "changing" the learners' values as that of helping him (1) acquire an additional and different set of values, and (2) learn to behave differentially according to context. (Author/JM)

61 ED117201 TM005062
Cultural Awareness Inventory.
Baca, J. D.
Sponsoring Agency: Department of Health, Education, and Welfare, Washington, D.C.
Publ. Date: Jun 74 Note: 17p.; For a related document, see ED 065 218; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Las Cruces, New Mexico, Nov. 16-17, 1972)
Descriptors: Anglo Americans/ Comparative Analysis/ *Cultural Awareness/ Ethnic Stereotypes/ Factor Analysis/ *High School Students/ Item Analysis/ *Mexican Americans/ Questionnaires/ Secondary Education/ *Secondary School Teachers/ *Teacher Attitudes
Identifiers: Cultural Awareness Inventory
Mexican American and Anglo secondary school teacher perceptions of Mexican American students were investigated and compared. The instrument used to retrieve the data was administered to 112 teachers in the three Dona Ana (N.M.) county school districts. Six constructs resulted from the factor analysis of the instrument, namely, achievement, time orientation, acculturation, family identification, economic, and religiousity. Reliability of factors was established through Cronbach's Co-efficient Alpha, and item reliability was obtained through item analysis. Forty of the original 50 items were used to compare the groups on each of the six dimensions, using ethnicity, age, and teaching experience as variables, t tests were computed to test for significant differences. Differences with respect to ethnicity were found in four of the constructs: achievement, time orientation, acculturation, and religiousity. Age and teaching experience were not variables influencing the differences in attitude between the two teacher groups. Educational importance, implications and recommendations based on the findings of the study conclude the paper. (Author)

62 ED116846 32 RC008916
The Somerton Story: Part 5. Bilingual Education in Conjunction with a Migrant-Child Demonstration Project.
Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Publ. Date: Jun 75 Note: 46p.; For related documents, see ED 067 216
Descriptors: *Bilingual Education/ *Demonstration Projects/ *Elementary Education/ Instruction/ Mexican Americans/ *Migrant Child Education/ Primary Education/ *Teacher Attitudes/ Teaching Techniques
Identifiers: *Somerton Arizona School District 11
The addition of a bilingual component enhanced the progress of "The Somerton Story." A Prominent part of the instructional program in migrant education, this component was initiated with 60 kindergarten children during the 1970-71 school year. These 60 children remained in the program as a grade was added each following year. Written by the teachers presently in the bilingual program, this report discusses what is being done in Somerton today. The kindergarten through fourth grade teachers discuss: (1) the value of bilingual/bicultural education; (2) advantages and disadvantages for their respective grade levels; (3) what they do that might be different from regular classrooms; (4) special programs and features; and (5) recommendations that they would have for others considering a similar program. (NQ)

63 ED116831 95 RC008045
Aroostook Sunshine: An Educational Simulation about Life in Maine.
Association of Aroostook Indians, Houlton, Maine.; Maine Indian Education Council.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Publ. Date: Jul 75 Note: 46p.
Available from: Aroostook Indian Education, P. O. Box 771, Houlton, Maine 04730 ($5.00)

Descriptors: *American Indians/ Bibliographies/ Cultural Background/ Culture Conflict/ Curriculum Guides/ *Educational Games/ Films/ *History/ Models/ *Race Relations/ Racial Discrimination/ Role Playing/ Secondary Education/ Self Concept / *Simulation/ Socioeconomic Status/ Values
Identifiers: *Maine
Designed for instruction at the secondary level, this curriculum guide focuses on simulated classroom experiences in prejudice and minority race relations and content materials relative to Northeast Woodland American Indian history and culture. Knowledge of the following are cited as major unit objectives: (1) Indian cultural contributions; (2) major highlights of Maine history; (3) minority white relationships; (4) the social problems having racial implications faced by Maine Indians today; (5) the way in which contemporary society influences the self-image of both on-and off-reservation Indians (Maine); and (6) identification of prejudice in self and others. Included in this guide are: (1) a map and description of a fictitious town (population and schools by racial distribution, economy, neighborhoods, citizen responsibilities, and group beliefs); (2) descriptions of the beliefs of integrationists, segregationists, neutralists (via social relations, education, jobs, housing, crime, and civil rights); (3) class member identity cards (simulated address, age, ethnic background, occupation, education, income, beliefs, and general circumstances); (4) terms to be identified (vocabulary); (5) 23 special research projects; (6) "pressure cards" (e.g., a strike); (7) a chart of contemporary American vs. traditional Indian goals; (8) a simulated town council meeting; (9) Maine Indian history; (10) a film rental list; and (11) a bibliography. (JC)

64 ED116829 32 RC007546
The Somerton Story: Part 4. A Progress Report on the Somerton Demonstration School for Migrant Child Education.
Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
Publ. Date: Aug 72 Note: 35p.; For related documents, see ED 067 216

Descriptors: *Demonstration Projects/ Educational Programs/ *Elementary Secondary Education/ *Migrant Child Education/ Participant Satisfaction/ *Student Attitudes/ *Student Evaluation
Identifiers: *Somerton Arizona School District 11
Since Somerton first became a demonstration school for migrant child education in 1967, three versions of the "The Somerton Story" have been prepared by consultants and the Somerton administration. However, these publications lacked the students' viewpoint on the new approaches to educating children. Therefore, this version was written by the students themselves. One of the 8th grade classes planned the entire issue. They wrote most of the articles and collected the rest from other classrooms; they planned and ordered the pictures. No adult editing was done, although some of the articles were rewritten several times in an attempt to reduce the number of errors. The articles reflect the students' attitudes toward the: (1) school; (2) subjects; (3) personnel; (4) classes--i.e., physical education, art, home economics, shop, and audio-visual; (5) math learning center; (6) library; and (7) Adventures in Growth Program. (NQ)

65 ED115722 UD015652
Effects of Teacher Expectancies: Myth or Reality?
Aron, Robert; And Others
Publ. Date: Mar 75 Note: 15p.; Paper presented at the Annual Meeting of The American Personnel and Guidance Association (New York, New York, March 1975)
Available from: Dr. Robert Aron, Youth Resource Center, 321 Hubbard Street, Glastonbury, Connecticut 06033 (Free)

Descriptors: *Academic Achievement/ Bias/ Caucasian Students/ Ethnic Status/ *Expectation/ Low Ability Students/ *Minority Group Children/ Racial Discrimination/ Sex Differences/ Social Discrimination/ Student Characteristics/ Student Grouping/ Student Teacher Relationship/ *Teacher Attitudes/ Teacher Behavior/ Teacher Evaluation/ *Teacher Influence

This study manipulates the variables of children's ethnicity, sex, and ability to ascertain the nature of the interaction relationship between teacher expectancies and student performance. The subjects were urban teachers who were asked to read case histories and then rate the child on a Likert-type family and pupil behavior rating form and a modified Osgood semantic differential scale. In addition, each subject completed a revised F scale of 30 items to assess each subjects' degree of prejudice. Analysis of the ratings given by the 386 teachers confirms the premise that the interactions between teachers' expectancies and students' performance is more complex than originally expected; the variables of ability, sex, ethnicity and prejudice of teachers were found to be of importance in understanding these interactions. It is further concluded that the global ratings of the Osgood semantic differential scale are more powerful in recording the differential ratings of the teachers than are the particular judgments of the family and pupil behavior rating form. The third conclusion is that low ability students are the particular group of students who are "victimized" by the ratings of the high prejudice teachers. These findings suggest the need for administrators to be aware of their staff's prejudices, particularly as they interact with low ability students of minority status. They also suggest the need for retraining of teachers who are prejudicial or the assignment of them to schools where they do not come into contact with low ability minority students. (Author/AM)

66 ED115721 UD015650
Confronting the Miseducation of Third World Students.
Williams, Charles T.
Michigan Education Association, East Lansing. Div. of Minority Affairs.
Publ. Date: 75 Note: 11p.
Available from: Michigan Education Association, 1216 Kendale Boulevard, East Lansing, Michigan 48823 ($0.25)

Descriptors: Cultural Factors/ Educational Change/ *Educational Needs/ Educational Problems/ Inservice Teacher Education/ *Minority Group Children/ *Minority Group Teachers/ Political Issues/ Racism/ School Orientation/ *Teacher Attitudes/ Teacher Orientation/ Teacher Responsibility/ *Teacher Role/ Urban Teaching

This booklet was developed to assist teachers of Third World students in a workshop setting to understand the impact of institutional racism on schools, and provide them with viable skills so they might assist Third World students to cope and survive more effectively in the society. The topics discussed in this booklet are as follows: What is the Mis-education of Third World people? What I as an educator must know in order to deal effectively with negating the mis-education of Third World students? Major goals in educating Third World students: Educator Self-Inventory: Awareness of Third World culture and its implication for educating or mis-educating Third World students: and some of the things Third World educators must do to effectively confront the mis-education of Third World students. The booklet concludes by stating that six basic realities must be considered by Third World educators: (1) Change must occur if schools are to be meaningful for Third World students: (2) Only power can bring change; (3) Only political involvement can bring power (political salience); (4) Only personal commitment can bring political involvement; (5) Only personal awareness can bring commitment; (6) Awareness produces commitment, which produces political involvement, which produces power, which produces change. (Author/JM)

67 ED115718 UD015614

Attitudes toward School of Connecticut Compensatory Education Children; Programs Supported by Connecticut State Act for Disadvantaged Children and Title I of the Elementary and Secondary Education Act.

Connecticut State Dept. of Education, Hartford. Bureau of Evaluation and Educational Services.

Publ. Date: Sep 73 Note: 74p.

Descriptors: Academic Achievement/ *Attitude Tests/ *Compensatory Education Programs/ Economically Disadvantaged/ Educationally Disadvantaged/ Evaluation Criteria/ Evaluation Methods/ Federal Programs/ *Minority Group Children/ Primary Education/ School Attitudes/ *Student Attitudes/ Teacher Attitudes/ Test Interpretation/ Test Results/ *Test Validity

Identifiers: Connecticut/ Elementary Secondary Education Act Title I/ ESEA Title I/ School Sentiment Index

The stated purpose of this study is to determine what pupil, teacher, and school district characteristics relate to young children's expressed attitudes as measured by the School Sentiment Index and to determine the usefulness of this measurement instrument. The subjects of the study were kindergarten through grade two children who received compensatory education during the 1972-73 school year. Three questions are addressed: (1) What are the interrelationships of pupil attitudes toward school at the end of the school year and selected other pupil, program, teacher, and school district factors? (2) Does attitude toward school, pre-test reading level, reading test gain, extent of school district disadvantagement, and cost of the compensatory program vary when the data are grouped according to the grade promotion status of the pupil, the emphasis of the compensatory instruction provided, the size of the group in which the pupil received compensatory instruction, or the specialized background of his compensatory teacher? and, (3) What is the value of using the School Sentiment Index on a year-end basis for pupil, school district, and statewide evaluation purposes? It was concluded that one major value of the School Sentiment Index lies in using it to interpret group scores of young children for compensatory education evaluation purposes. Several limitations of the study, along with definitions of terms, are provided. Results for each question are described in detail. (Author/AM)

68 ED115614 SP009683

Attitudes of Prospective Teachers Toward the Culturally Different.

Mortenson, W. Paul; Netusil, Anton J.

Note: 17p.

Descriptors: Bias/ Cultural Pluralism/ *Disadvantaged Youth/ Education Courses/ Ethnic Groups/ *Higher Education/ Minority Groups/ *Practicums/ Preservice Education/ *Social Discrimination/ Student Attitudes/ *Teacher Education

This study examined whether or not prospective elementary school teachers can become more positively oriented toward culturally different children after taking teacher education courses that focus on teaching these children. Two groups were taught two courses dealing with disadvantaged youngsters. Group A took the course during the summer and did not have any interaction with such children. Group B took the courses during two consecutive fall and winter quarters and worked with culturally different children. Students were administered questionnaires which dealt with their feelings about minority people both before and after the courses. Conclusions were that students taught courses about minorities without having real-life experience with them became more prejudiced. Students who worked with minority people became less prejudiced in general. Results indicated that practicum experiences of student teachers should include interaction with children not of the dominant culture if the teachers are to avoid looking down on them or expecting them to fail. This is particularly important because children often live up or down to the expectations of their teachers. (CD)

69 ED115439 RC008895

Evaluation Report of Career Education and Safety Education, Choctaw Agency School System, Philadelphia, Mississippi. Research and Evaluation Report Series No. 23-8.

Leitka, Eugene; Lowry, Carlee S.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Publ. Date: May 75 Note: 68p.; Product of the Office of Indian Education Programs

Descriptors: *American Indians/ *Career Education/ Elementary Secondary Education/ Parent Attitudes/ *Program Evaluation/ Safety Education/ Student Enrollment/ *Student Opinion/ Surveys / *Teacher Attitudes

Identifiers: *Choctaw Mississippi Agency School System/ Mississippi (Philadelphia)

Initiated in December of 1974, the Choctaw Agency Schools' Career Education Program was evaluated via personal interviews and opinionnaires distributed to students, parents, and teachers. The safety education program was also evaluated. The sample of 114 students derived from Choctaw Agency School System (5th, 7th, and 9th grades) responded as follows: (1) 87 percent knew of Career Education teacher; (2) 77 percent had understood their Career Education teachers; (3) 40 percent had talked to their parents about career interests, while 40 percent said they would talk to their parents; (4) more desired to attend college than desired to attend vocational school; (5) 35 percent and 23 percent attributed the decision to pursue a particular career to the advice of teachers and parents respectively; and (6) 79 percent were either undecided or didn't know what profession to pursue. The teacher survey indicated: (1) materials were available; (2) more resource people could be used; (3) the program was judged moderately effective. The three parents surveyed indicated limited knowledge of the program. It was recommended that: (1) more resource people be used; (2) more field trips be employed; (3) there be more parent involvement; (4) a curriculum specialist be used to coordinate the regular academic program with that of career education; (5) a pre- and post-testing program be instituted to evaluate student learning. (JC)

70 ED115419# RC008875

Political Socialization: A Comparative Study of Different Ethnic School Children in Newark, New Jersey and El Paso, Texas.

Loyola, Jose Gabriel

Publ. Date: Aug 73 Note: 174p.; M.A. Thesis, University of Texas at El Paso

Available from: Inter-Library Loan, University of Texas at El Paso, El Paso, Texas 79999

Document Not Available from EDRS

Descriptors: Anglo Americans/ Changing Attitudes/ Comparative Analysis/ Elementary School Students/ *Ethnic Groups/ Latin American Culture/ *Learning Processes/ Literature Reviews/ Masters Theses/ Mexican Americans/ Negroes/ *Political Attitudes/ *Political Socialization/ *Student Attitudes

Identifiers: *New Jersey (Newark)/ Texas (El Paso)

The hypothesis, "children of different ethnic groups possess different political attitudes", was tested to determine: (1) whether white ethnic groups had different political attitudes: (2) if so, to what degree; and (3) how they ranked compared to each other. To verify the hypothesis, the concept of political socialization was operationalized and quantified. Using structured questionnaires, respondents in El Paso, Texas and Newark, New Jersey were classified as Mexican Americans, Northeast or Southwest Anglos, blacks, Europeans, or Latin Americans. There were 665 respondents in El Paso and 461 in Newark from graces 3-8. Ten attitudinal categories were used to measure political attitudes--affect, citizenship, governmental action, national attachment, objective and subjective cognition, personal involvement, political and psychological efficacy, and perception of power. By controlling for grade level, data were analyzed to determine if the respondents' attitudes changed as they grew older. Some findings were: Mexican Americans had a more positive political attitude level than the Northeast Anglos and the blacks; Latin Americans ranked first in affect toward political items while the Mexican Americans ranked sixth; and the Mexican American's affect and national attachment level moved in a "negative" direction as he grew older. (NQ)

71 ED113410 UD015505

Depreciated Self-Concept in Blacks: Implications for Counseling.

Avcilhe, Clyde C.

Publ. Date: Mar 75 Note: 18p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New York, New York, March 1975)

Descriptors: *Counseling Effectiveness/ *Counseling Goals/ Counselor Acceptance/ Counselor Performance/ *Counselor Role/ Cultural Differences/ Cultural Factors/ Negro Attitudes/ *Negro Youth/ Role Perception/ *Self Concept/ Self Esteem/ Social Values

This paper begins by reviewing the literature on social perceptions and attitudes in terms of the black self-concept. Issues discussed here are culture conditioning and marginality, self-concept, social perception and attitudes, interrelationships between attitudes and perceptions, and the influence of cultural values and beliefs. Problems and attitudes that blacks might bring to the counseling session are dealt with next, followed by a discussion of the philosophical base or rationale for the counseling process. Suggested steps that counselors might immediately take as individuals and collectively as professionals to counsel these minority populations include an acceptance and encouragement of change, a recommitment to the goals of human fulfillment, and the development of a true respect for diversity. A number of suggestions directed to those individuals desirous to counsel minorities are: (1) counselors must move out of the cubicle into the community; (2) counselors' reliance on remedial services must be replaced by active preventative and developmental strategies; (3) counselors must become sensitive to the need to be involved in a greater diversity of services; and (4) counselors must begin to see themselves as facilitators of self-evaluation and decision-making. (Author/AM)

72 ED113224 S0008578

Racial Consciousness, Activism and Socialization: Black Youth. Professional Paper No. 4.

Pitts, James P.

California Univ., Los Angeles. Afro-American Studies Center.

Publ. Date: 75 Note: 36p.

Descriptors: *Activism/ African American Studies/ Civil Rights/ Community Influence/ Higher Education/ *Negro Youth/ *Political Influences/ Political Socialization/ *Racial Attitudes/ Racial Discrimination/ Racism/ Research Projects/ Social Action/ *Socialization/ Social Science Research

The primary objective of this research is to explore whether black student activism can be presumed to indicate a relative lack of socialization among activists. Contrary to the popular belief which argues that widespread challenges to established authority and dominant groups should be seen as an index of social disorganization among the disadvantaged, the theory presented argues that sustained periods of collective activity such as demonstrations are indicators of intense socialization and organization building. The research was conducted in a large all-black public Chicago high school. The strategy was to select an array of school organizations and attempt to interview each available member. Two race-focused organizations, the Afro-American History Club (AAH) and a group termed the Militant organization, were the primary focus of the study. Through interviews, the author sought to specify how the social environment and activities of students in the two groups differ from that of other students. It was found that significant similarities exist between students in the AAH and Militant samples in their exposure to race-conscious interactions and writings; in this respect, they both differ markedly from nonrace students. In conclusion, it may be presumed that black student activism indicates positive political socialization among members of race-conscious groups. (Author/JR)

73 ED113120 95 RC008836
The Brown Paper: Education and Chicanos in New Mexico, 1973-74.
Quintana, Francis, Comp.
New Mexico Highlands Univ., Las Vegas.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: 74 Note: 69p.

Descriptors: Civil Rights/ Community Involvement/ Early Childhood Education/ *Educational Improvement/ Elementary Secondary Education/ Higher Education/ *Institutes (Training Programs)/ *Mexican Americans/ *Mobile Educational Services/ Post Secondary Education/ State Programs/ State Surveys/ *Student Needs/ Vocational Education
Identifiers: Chicano Mobile Institutes/ *New Mexico
Goals of the New Mexico Chicano Mobile Institutes were to: improve the quality and equality of education to meet the needs of Chicano students in public and private institutions of higher learning throughout the State; and prepare personnel in higher education to meet the needs of students, from low income and ethnic minority families, attending all public and private schools in the State. Persons identified as having some influence on the education of Chicanos in New Mexico were invited to participate in two 2-day institutes. Since participants had to pay for their own expenses, they were asked to participate through correspondence if unable to attend. Of the 158 persons identified, 62 did not respond, 59 corresponded by mail, and 38 actually participated. The first institute identified, defined, organized, and documented all problem areas affecting Chicanos at all educational levels. The second reviewed the problems identified in the first institute, then identified, defined, and related proven innovative solutions to the problems. Both institutes were conducted in a very successful manner. A synopsis of both institutes is given in this paper. Also included are: a list of all people responsible for education in the State; analysis of statewide testing; pupil enrollment by school district; and summaries of four Civil Rights reports pertaining to education in the Southwest. (NQ)

74 ED113117 95 RC008830
Chicano Mobile Institutes, 1973-1974.
New Mexico Highlands Univ., Las Vegas.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: Jun 74 Note: 140p.

Descriptors: Advisory Committees/ Bilingual Education/ Community Involvement/ Demography/ *Educational Improvement/ Educational Quality/ *Higher Education/ *Institutes (Training Programs)/ *Mexican Americans/ *Mobile Educational Services/ Student Needs
Identifiers: *Chicano Mobile Institutes
The Chicano Mobile Institute's (CMI) goal for fiscal year (FY) 1973-74 was to: improve the quality and equality of education and to meet the needs of Chicano students in public and private institutions of higher learning throughout the participating states. Its objectives were to: (1) prepare personnel in higher education who are concerned with the needs of students from low income and ethnically different families; (2) identify and document problem areas affecting Chicanos at the higher education level of the educational process; (3) identify proven and innovative solutions to the problems; and (4) effect the implementation of the proven solutions by decision-making bodies in the educational process. The National Advisory Board for Chicano Mobile Institutes, state coordinators, project director, and staff met at the National Evaluation Conference (held at Ghost Ranch, Abiquiu, New Mexico) to assess and write this final report for CMI FY 1973-74. This final report consists of the individual state report summaries for Arizona, Colorado, Nevada, New Mexico, Texas, and California. These reports are intended to give the most salient recommendations and suggested solutions to the Chicano student's problems which were the actual outcome of the CMI held in each of the respective states. (Author/NQ)

75 ED113076# 95 RC008781
The Importance of Indian Studies to Interracial Understanding.
Swenson, David
American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Contract No.: OE-0-73-7094
Publ. Date: 74 Note: 23p.; For related documents, see RC 008 769-780, 782-803
Available from: Not available separately, see RC 008 779. ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)
Document Not Available from EDRS
Descriptors: *American Indians/ *Cultural Awareness/ Cultural Differences/ *Educational Needs/ Elementary Secondary Education / Employment Opportunities/ Ethnic Stereotypes/ *Ethnic Studies / Higher Education/ Middle Class Culture/ Professional Personnel/ *Race Relations
Identifiers: *Equal Employment Opportunity Act 1972
Since American Indians have been traditionally stereotyped by educational textbooks and commercial media, it is no wonder that the majority of the U.S population has very little real knowledge of Native American religion, philosophy, art, music, or general cultural traditions. Within mainstream institutions, this lack of knowledge and/or interest seriously impedes implementation of the Equal Employment Opportunity Act of 1972 (EEO), for EEO does not adequately clarify what constitutes Indian identity nor does it account for the established white middle class employment standards applied to Indian applicants. Responses to a questionnaire recently administered to professionals in the Federal system and the private sector clearly illustrate a preponderance of casual, superficial attitudes toward Indians. For example, among the 5 educators who responded to the questionnaire, only 1 perceived a need for Indian Studies. It is evident that no matter how important the EEO Act is, it cannot undo decades of academic injustice and that it is only through change in our educational institutions (K-college) that we can begin to mitigate the stereotypes and the middle class standards applied to Indians. Ethnic studies courses are needed now, but eventually the study of Indian culture must be expanded into the traditional academic fields. (JC)

76 ED112555 EC073674
Instructional Support: Ego Enhancement for Potential School Dropouts.
Plattsburgh City School District, N.Y.
Publ. Date: 75 Note: 12p.; Report from Beekmantown Central School
Descriptors: Culturally Disadvantaged/ Demonstration Projects / *Disadvantaged Youth/ Economically Disadvantaged/ Exceptional Child Research/ Inservice Teacher Education/ Instructional Materials/ Parent Counseling/ *Primary Education/ *Program Effectiveness/ *Remedial Programs/ *Self Concept/ Teaching Methods
A study of 13 disadvantaged first grade students enrolled in a 4-year remedial education program was conducted to determine program effectiveness in terms of academic skill and self-concept improvement. A model was developed which used the learning center approach within classroom boundaries, and involved a psychologist, a reading teacher, classroom teachers (for grades K-3), and volunteers. The teacher-directed educational program consisted of a highly-structured, slow-paced teaching method; materials such as basal readers, language development kits, and audiovisual equipment; a parent involvement component; and preservice and inservice training for teachers. Results obtained by comparing Ss with controls from regular grades showed that experimental Ss progressed faster in word recognition, did not differ significantly in IQ level, attained a significantly higher level of maturity, and showed a significantly lower incidence of personality and interpersonal adjustment problems. (A diagram illustrating the model and statistical tables are also provided.) (SB)

77 ED111190 UD015450
The Minority Experience: A Basic Bibliography of American Ethnic Studies. Revised and Enlarged Edition.
Caselli, Ron, Comp.
Sonoma County Superintendent of Schools, Santa Rosa, Calif.
Publ. Date: Apr 75 Note: 106p.; For the first American Ethnic Studies Bibliography, see ED 038 221; Some pages may reproduce poorly due to paper color of original document

Descriptors: *African American Studies/ American Indians/ Asian Americans/ *Bibliographies/ Chinese Americans/ *Ethnic Groups/ *Ethnic Studies/ Filipino Americans/ Italian Americans/ Japanese Americans/ Jews/ Mexican Americans/ *Minority Groups/ Polish Americans
Identifiers: Euro Americans
Approximately 1500 books published between 1940 and 1974 constitute this revised edition of the 1970 minority experience bibliography. It is said to be directed at teachers in inservice activities and students of American minority groups. Afro-Americans and native Americans are covered with additional sections on the Asian-American, Euro-American, and Mexican-American subgroups incorporated into this edition. Most citations are said to have been included to provide a historical approach to current problems. Specific disciplines such as anthropology, literature, sociology, economics, history, and psychology reflect concern in many areas of inquiry such as civil rights, black power, race issues, immigration, social systems, socialization, bilingualism, and religion. (AM)

78 ED111476 UC750493
Prototype Institute for Training Teachers of Low Income and Minority Students: A Delgado Research Study.
Goldstein, Harris K.; Wood, Cherrie Lou
Delgado Coll., New Orleans, La.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Publ. Date: 71 Note: 99p.

Descriptors: College Faculty/ *Economically Disadvantaged/ Educationally Disadvantaged/ *Inservice Programs/ *Institutes (Training Programs)/ Junior Colleges/ Junior College Students/ *Minority Groups/ Program Development/ School Community Cooperation/ Student Participation/ Teaching Methods
Identifiers: Delgado Junior College
In 1970-71, Delgado Junior College (DJC) held a nine month institute designed to: (1) increase participant understanding of the problems specific to low-income and minority students, including physical and psychological problems and cultural background; (2) improve the methods used to teach these students; and (3) develop innovative and special programs for them. Twenty faculty members, five low-income and minority students, and five representatives of local low-income and minority communities participated in the 18 sessions (two per month) of this institute. The first half of each session was devoted to a presentation by a guest lecturer; the second half involved participants in discussions of how the content of the presentation could be applied to DJC. This report of the institute is intended to assist other community and junior colleges in planning and carrying out similar institutes. It details the participant selection an institute planning processes and the physical setting, as well as the outline for each session. A summary of the findings on problems and background, alternative teaching methods, and special programs are presented, as are summaries of each presentation and discussion section. A bibliography on low-income and minority students and the institute evaluation forms are appended. (DC)

79 ED111446 JC750464

A Survey of Community Attitudes toward Occupational Education.

Oberlander, Fred D.

Compton Community Coll., Calif.

Sponsoring Agency: California Community Colleges, Sacramento. Office of the Chancellor.

Publ. Date: 74 Note: 33p.

Descriptors: Career Education/ Community Attitudes/ High School Students/ Junior Colleges/ Junior College Students/ *Minority Groups/ Negro Attitudes/ *Occupational Aspiration/ *Occupational Choice/ Occupational Guidance/ Questionnaires/ *Student Attitudes/ Tables (Data)/ Vocational Counseling/ *Vocational Education

Identifiers: *Minority Attitudes

In order to identify minority attitudes toward occupational education, a survey form was developed and administered to a stratified random sample of 85 high school students, 85 community college students, and 80 community residents in the college's primarily Black service area. In 17 tables, the authors note the composition of the group by sex, age, and ethnic group; expressed occupational goals; preferred methods for entering an occupation; persons influential in determining career choice; training methods and institutions respondents wished to avoid and reasons for avoidance. The authors attribute negative attitudes toward occupational education to the unrealistic job expectations of minority high school and community college students and blame these aspirations on ineffective career guidance in the high schools. Students need a minimal understanding of the requirements for educational programs and careers, and of the severity of the competition for the available positions. The authors recommended a once-a-week multi-hour session and year-long credit course for high school seniors to be given at the college. Considering the low influence of teachers and counselors, the course could be given by carefully chosen professional, business, government, and labor leaders; better community and industry relations along with future job placements might be valuable fringe benefits. (NHM)

80 ED110910 CG010038

Minority Counselors: Are They Really Needed?

Gilsdorf, Dale L.

Publ. Date: 75 Note: 15p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

Descriptors: *Counselors/ *Counselor Selection/ *Ethnic Groups/ Junior Colleges/ Minority Groups/ *Racial Differences/ Research Projects/ Speeches/ *Student Attitudes

To determine if male junior college students differed in counselor preference by ethnicity and type of problem a stratified random sample of 60 students was drawn: 20 Mexican Americans, 20 Blacks, and 20 Whites. Subjects who were presented with validated counselor photographs representing the three ethnicities then assumed both administrative and personal problem situations and made counselor selections. Significant differences were found in student preference for Mexican American, Black, and White counselors for both problem situations. When provided a choice Mexican American, Black, and White students tended to prefer a counselor of their same ethnicity. In general, students also wanted to speak with a counselor of their same ethnicity more for the personal than the administrative problem situations. The results clearly support the view that counselor ethnicity is perceived by students as a significant variable in counselor selection. (Author)

81 ED110565# UD015381

Roots: An Asian American Reader.

Tachiki, Amy, Ed.; And Others

California Univ., Los Angeles. Asian American Studies Center.

Note: 345p.

Available from: Asian American Studies Center, University of California, Los Angeles, California ($5.50, paper)

Document Not Available from EDRS

Descriptors: American History/ *Asian Americans/ Asian History/ Asian Studies/ Chinese Americans/ *Community Attitudes / Community Characteristics/ Community Cooperation/ Community Involvement/ Community Problems/ Ethnic Groups/ Filipino Americans/ *Identification (Psychological)/ Japanese Americans/ Korean Americans/ Minority Groups/ Racial Discrimination/ *Racism/ *Youth

Identifiers: Emigration/ Third World Movement

A documentary collection of the experiences of Asian Americans from a multitude of perspectives, including a scholarly focus and also containing contemporary expressions, comprises "Roots: An Asian American Reader." The volume is said to be designed to meet the needs of Asian Americans by providing a compilation of materials in readily accessible form. Three major sections (Identity, History, and Community) encompass 61 contributions. The bulk of the identity section deals with Asian American stereotypes and the changing relationships of Asians to them. The central section deals with the history of Asian Americans dating from the emigration period to present times. The Community section of the reader focuses upon three interrelated aspects of the Asian American communities: perspectives on community concept and community organization, analysis of community problems, and documentation of the Asian American movement. This volume is held to be focused on the attitudes, problems, and movements of Asian American youth. It is suggested that this focus be interpreted in light of the long struggle for justice and equality by generations of Asian Americans and in light of current Third World movements. Two questions believed not to have been adequately covered are the relationship of any ethnically based struggle to others, such as other ethnic groups or economic class-oriented ones, and that of the problem of maintaining a cultural heritage. (Author/AM)

82 ED110[illegible]# 95 S000848

Selected Bibliography on Culture and Cultural Materials, Preliminary Edition. Series A: Reference Materials, Human Relations in Cultural Context.

Condon, E. C.; And Others

Montclair State Coll., Upper Montclair, N.J. Adult Continuing Education Center.; Rutgers, The State Univ., New Brunswick, N.J. Inst. for Intercultural Relations and Ethnic Studies.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Publ. Date: 73 Note: 73p.

Available from: IRES Institute, 10 Seminary Place, Graduate School of Education, Rutgers University, New Brunswick, New Jersey 08903 ($3.75, 10% discount for orders over 20)

Document Not Available from EDRS

Descriptors: Adult Education/ American Culture/ *Bibliographies/ Bilingual Education/ Cross Cultural Studies/ *Cultural Awareness/ *Cultural Education/ Cultural Pluralism/ Culture/ *Ethnic Groups/ Ethnic Studies/ Foreign Culture/ Higher Education/ *Human Relations/ Resource Materials/ Subculture/ Teaching Techniques

Included in this bibliography are references to resources and materials available to the teacher and educator on human relations and cultural education. The bibliography is divided into three sections on culture, specific culture, and adult bilingual-bicultural education. The section on culture presents background information on the relation of language to communication, culture, and society and materials on teaching culture and cross-cultural testing. The second section includes materials that relate directly to specific cultures, including American culture and subcultures, Asian, Germanic, Romance (French, Hispanic, and Italian), Slavic, and Greek and Roman language cultures. The last section of the bibliography is a compendium of background and reference materials in adult bilingual education, including teaching methods and teacher training and curricula and programs available. Within each major section the resources are further categorized by articles, books, references, and ERIC documents. Author entries are alphabetical under each publication type. Bibliographic information is provided on the publisher, city, and date. (JR)

83 ED109550 CG009956

The Relationship of Teacher's Cognitive Style to Minority Student Satisfaction.

Archibald, Robert D.

Publ. Date: 75 Note: 12p.; Paper presented at the Annual Meeting of the American College Personnel Association (50th, Atlanta, Georgia, March 1975); Not available in hard copy due to marginal legibility of original document

. . . . . HC Not Available from EDRS.

Descriptors: Affective Behavior/ *Cognitive Processes/ *Communication (Thought Transfer)/ *Cultural Differences/ Interaction Process Analysis/ *Minority Groups/ Research Projects/ Secondary Education/ Secondary School Students/ *Teacher Behavior/ Teacher Characteristics

Identifiers: F NR Index/ *Friedenberg Nordstrom Ressentiment Index

This study was undertaken in an attempt to determine if the traits of flexibility, openness, and sensitivity found in high school teachers would be associated with higher levels of satisfaction among students in general and among minority students in particular. Thirty-nine teachers and 953 students served as subjects in the study. Three measures were administered to teachers: (1) the Parsons-Kreuter Ressentiment Index; (2) the This I Believe test; and (3) the Cross Cultural Sensitivity test. These scales were related to a measure of student satisfaction with the teacher and school environment obtained via the Friedenberg-Nordstrom Ressentiment Index. Support was found for the hypothesis that the openness, flexibility, and sensitivity of a teacher's cognitive style and perceptual systems can have positive effects on the satisfaction and adjustment of students. Unusual or exceptional patterns of relating to others did not seem to be required for successful communication with minority students. However, without the sensitivity to understand another and to resist the inclination to make strong and negative attributions based on unusual behavior, the "concerned" teacher may be seen as paternalistic and unresponsive. (Author/PC)

84 ED109547 CG009952

Cultural Awareness: Learning Your Way Around a New Culture. Revised.

Casto, Glen; And Others

Antilles Consolidated Schools, Ft. Buchanan, Puerto Rico.

Publ. Date: 26 Dec 74 Note: 123p.; Developed with the cooperation of Naval Station Roosevelt Roads, Human Resource Management Department

Descriptors: *Cultural Awareness/ *Cultural Interrelationships/ Cultural Pluralism/ Culture Contact/ Curriculum Guides/ *Human Relations Programs/ *Intercultural Programs/ Intergroup Relations/ Junior High Schools/ *Puerto Rican Culture

This cultural awareness course has been designed to help American junior high school age students integrate various dimensions of Puerto Rican culture with their native culture through an experientially based program of instructional activities. Lessons on the identification, demonstration, and discussion of behaviors indigenous to persons of Puerto Rican heritage are included along with behaviorally measurable instructional objectives. Detailed teacher information on time required for each lesson, materials needed, instructional strategies, and suggested implementation of activities is included. Various lessons provide practice in speaking Spanish and imitating culturally specific behaviors used in interpersonal exchange. A Cross Culture Simulation Game designed to enhance the students' cultural awareness, a pre- and posttest to be administered to students, and a student critique of the course are included. The authors have included a general bibliography of printed materials, filmstrips and films, as well as a bibliography of printed material more specifically relating to Puerto Rico. Both bibliographies are partially annotated. (JS)

.85 ED109136 TM003485
Disadvantaged Children and Their First School Experiences--ETS-Head Start Longitudinal Study: Preschool Teachers of Disadvantaged Children: Characteristics and Attitudes.
Meissner, Judith A.; And Others
Educational Testing Service, Princeton, N.J.
Sponsoring Agency: Child Development Services Bureau (DHEW/OCD), Washington, D.C. Project Head Start.
Report No.: ETS-PR-73-46
Publ. Date: Oct 73 Note: 127p.; For a related document, see TM 003 486

Descriptors: Academic Achievement/ *Disadvantaged Youth/ Economically Disadvantaged/ Language Ability/ *Longitudinal Studies/ Preschool Children/ Preschool Education/ *Preschool Teachers/ Questionnaires/ *Teacher Attitudes/ *Teacher Characteristics/ Teacher Influence/ Test Results
Identifiers: *Project Head Start
Research has indicated that teacher age, education, previous training and experience, morale, teaching style and attitudes are related to student achievement. Therefore, this study developed and used an extensive (147-item) questionnaire to collect data on those Head Start and other preschool teachers who were teaching Longitudinal Study target children. Areas of requested information included: demographic characteristics, education and experience, attitudes toward minority-groups and economically disadvantaged children's motivation and learning abilities, and general attitudes about work and supervisors, breadth of interests, and professional orientation. A set of thirty language comprehension items was also included in the questionnaire as an index of teachers' language ability. Teachers' responses to these items are described, and the results of a scale analysis of a set of a priori scales delineated in an attempt to obtain reduced scores for future analysis are presented. Future reports will attempt to relate these teacher variables to observed teaching style and classroom behaviors and to child cognitive, affective, and social measures. (Author/RC)

.86 ED108828 RC008634
A Sociological Analysis of Differences in Student Motivation: A Case Study of Two School Districts in Texas.
Acevedo, Homero E.
Publ. Date: Jul 75 Note: 137p.; Not available in hard copy due to marginal legibility of original document. Ph.D. Dissertation, Walden University
MC Not Available from EDRS.
Descriptors: Academic Achievement/ *Administrator Attitudes/ Community Characteristics/ Cultural Background/ Culture Conflict/ Doctoral Theses/ Educational Problems/ Grade 6/ *Mexican Americans/ *Parent Attitudes/ *Student Attitudes/ *Student Motivation/ Student Needs/ Teacher Attitudes
Identifiers: Chicanos/ *Texas
The perceptions of the school system held by selected 6th grade Chicano students, their parents, selected school personnel, and the power structure (i.e., superintendent, school board members, councilmen, mayor) were examined. Two Texas school districts of equal characteristics and size, with heavy Chicano enrollments were selected. In one, the faculty and administration reflected the student composition; in the other, they did not. The sample consisted of: 15 Chicano students and their parents, 15 teachers, and 15 administrators and members of the community power structure. Similar procedures were employed with both school districts. By using questionnaires and interviews on these selected groups, certain factors associated with lack of academic achievement of Chicano children were identified. In the process, the Chicano value system, culture, family, self-concept and actual scholastic achievement were examined vis-a-vis the Anglo child. The investigation uncovered significant differences in values, role-concepts, self and familial-concepts, as possible factors that influence the educational behavior and achievement of Chicano children. Findings led to the conclusion that lack of achievement among Chicano children is attributed to various sources of conflict between them and the school. (Author/NQ)

87 ED106428# UD015164
Japanese American Identity Dilemma.
Maykovich, Minako K.
Publ. Date: 72 Note: 151p.
Available from: Waseda University Press, 1-58 Totsuka, Tokyo, Japan ($6.25, paper)
Document Not Available from EDRS.
Descriptors: Acculturation/ College Students/ Cultural Factors/ Ethnic Groups/ *Identification (Psychological)/ *Immigrants/ Intergroup Relations/ Japanese American Culture/ *Japanese Americans/ Psychological Patterns/ Social Mobility/ *Social Problems/ Surveys/ *United States History
Identifiers: California
The major theme of this book is the label "Quiet American" for the Japanese American. In order to locate Japanese Americans sociologically and psychologically in the structure of American society, various concepts such as "marginal man," "alienation," and "inauthenticity" are examined, specifying these concepts as they are used in different situations. The chapters in the book deal with the origin of the Japanese immigrant characteristics of diligence, conformity, and self-control in the traditional Japanese value system; show how the Issei (first generation immigrants) with these attributes, overcame adversity and retained their Japanese identity; describe how the Nisei (second generation Japanese immigrants), without protesting against social injustice, quietly accommodated themselves to white society until they secured middle class status; examine the identity crisis experienced by the Sansei (third generation); describe the methodology by which data relating to Sansei college students in California were gathered; discuss the path analysis method applied to empirical data to relate Sansei political radicalization to family background, Nisei-Sansei relations, and Sansei attitudes; and portray the styles of the Sansei revolt. (Author/JM)

88 ED106003 PS007998
Appendixes to Design for a National Evaluation of Social Competence in Head Start Children. Report No. R-1557-HEW.
Raizen, Senta; And Others
Rand Corp., Santa Monica, Calif.
Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.
Report No.: R-1557-HEW
Publ. Date: Nov 74 Note: 216p.; For the complete Rand report, see PS 007 880; Pages 15 through 83 have been filmed from best available copy
Descriptors: Classroom Environment/ Cognitive Development/ Curriculum/ *Ethnic Groups/ *Guidelines/ Interpersonal Competence/ Language Development/ Minority Groups/ *Negro Attitudes/ Preschool Education/ *Preschool Evaluation/ *Research Design/ Social Development/ Spanish Americans/ Spanish Speaking/ Standardized Tests/ Teacher Background/ Test Validity
Identifiers: *Project Head Start
This document contains appendixes to the Rand report which include: (1) recommendations for program evaluation and research made by a panel of 12 black professionals, (2) reaction papers by three black professionals and three Spanish-surnamed professionals, and (3) an expanded discussion of the technical measures proposed in the main report. Major recommendations and reactions focus on the definition of the term "social competence" and the independent variables involved, research design problems, projected outcome validity, and implications for black and Spanish-speaking children. A survey of literature concerning intelligence measurement and linguistic competence in Mexican-American populations is included. Technical information is given on tests used to measure perceptual-motor/cognitive/language skills. Information is included which supplements the discussions of social competence in Chapter 5 of the main report, particularly focusing on instrument recommendations in the areas of direct observation, evaluative responses from others, measures collected from subjects, and measures restricted to subsample studies. Also included are a literature survey on the independent variables, categorization of counties according to metropolitan/sparseness dimension, and an approximation of costs for basic battery testing per site. (ED)

89 ED104596 RC008438
Who Fits the Procrustean Bed?: Spanish-American and Anglo Children Versus the Public Schools.
LeCompte, Margaret Diane
Publ. Date: 27 Mar 73 Note: 36p.; Paper presented at the Comparative and International Education Society Meetings, San Antonio, Texas, March 25-27, 1973. Not available in hard copy due to marginal legibility of original document
HC Not Available from EDRS.
Descriptors: Academic Achievement/ Acculturation/ *Anglo Americans/ Comparative Analysis/ *Culture Conflict/ Elementary Education/ Family Structure/ Grade 4/ Public School Teachers/ Responsibility/ Sex Role/ *Spanish Americans/ *Teacher Behavior / *Values
Identifiers: Albuquerque/ *New Mexico
The norms and behaviors appropriate to the world of work which are learned in school are expressed in teacher behavior and the classroom setting. Teacher behavior and classroom organization were examined to determine how they expressed work norms and in what ways they conflicted with the Spanish American culture. Behavioral measures were developed for those values which were most clearly related to success in the modern world of work--time, responsibility, work, and academic achievement. The sample consisted of 4th grade teachers and students in 2 Albuquerque (New Mexico) schools located in the: (1) South Valley, a predominantly Spanish American neighborhood with an almost rural small-town atmosphere, and (2) Southeast "Heights", a predominantly Anglo middle class neighborhood. Data were obtained from: observations of teachers and students over a 9-month period; a 28-item, true-false questionnaire asking whether the teacher's behavior expressed the 4 values; and interviews with 12 pupils from each classroom indicating how this behavior was expressed. Some findings were: (1) teacher behavior fell into 2 major categories--the management core and the discretionary area; (2) areas of conflict were in following rules and expectations enunciated by the teacher, keeping quiet and overtly passive, keeping busy, and dividing up available time. (NQ)

90 ED104595 RC008437
Bilingualism: A Review of the Literature Relevant to Preparation of Teachers for Southwestern Spanish-Speaking Children and Youth.
Willey, Darrell S.; And Others
New Mexico State Univ., Las Cruces. Bureau of Educational Research.
Publ. Date: Nov 74 Note: 10p.
Descriptors: Bibliographic Citations/ *Bilingualism/ Educational Legislation/ Elementary School Teachers/ *Literature Reviews/ Program Development/ Research/ *Review (Reexamination)/ Secondary School Teachers/ *Spanish Speaking/ Stereotypes/ *Teacher Education/ Testing
Identifiers: Chicanos/ *Southwest
Fifty-eight literature citations relevant to preparation of teachers for Southwestern Spanish-speaking children and youth are reviewed in this paper. The citations include journal articles, monographs, research reports, and synthesis papers published between 1920 and 1974. Topics covered are bilingual teaching strategies, stereotyping, problems and issues of teaching Chicano pupils and youth, testing, standardized psychometrics and mental measurements, reform legislation, criteria for bilingual programs, and quality teacher preparation program design. (NQ)

91 ED103869 CS201929
Possible Directions for Black Studies Programs in American Colleges and Universities.
Love, Theresa R.
Publ. Date: Nov 74 Note: 13p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (16th, St. Louis, October 31-November 2, 1974)
Descriptors: *African American Studies/ *Cultural Factors/ Ethnic Groups/ *Ethnic Studies/ Higher Education/ *Minority Groups
In order to revitalize the often floundering black studies courses in institutions of higher education, it might be wise to incorporate them in an all encompassing ethnic studies program. This would enable members of various ethnic groups, as well as members of the majority group, to gain greater insight into the problems of their fellow citizens and greater respect for their contributions to the general culture. Such a program would have five facets: a self-instructional course for acquainting students with minority group contributions to American culture; a problems-centered course focusing on issues faced by minority groups; separate courses dealing with problems pertinent to members of all of the minority groups; a six-week program in which students live, work, and do research among persons of a different race; and a seminar in which students discuss their six-week visit, report on research, and formulate opinions. (JM)

92 ED103841 CS201843
Not in Our Stars, But in Our Affixes?
Weaver, Constance
Publ. Date: 74 Note: 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (64th, New Orleans, November 28-30, 1974)

Descriptors: *Composition (Literary)/ English/ Higher Education/ Language Patterns/ *Negro Education/ *Nonstandard Dialects/ *Oral English/ Standard Spoken Usage/ *Teacher Attitudes/ Writing
This paper argues that it may be much more damaging, psychologically, to try to correct the written usage of persons whose nonstandard written forms correlate with their spoken dialect than to try to correct the nonstandard written forms of persons who do not use nonstandard forms in their speech. It is possible that nonstandard speakers will view a teacher's attempt to correct their nonstandard written forms as a way of denying the validity of their culture. It is concluded that it is quite possible that a correlation exists between students' spoken dialect and their written language and that, as there is no single standard of English, it is antihumanistic to require all students to master one particular dialect. (I Read o. a o aieod o

93 ED103405 SP009012
A Comparison of the Effects of Dance and Physical Education on the Self-Concept of Selected Disadvantaged Girls.
Puretz, Susan L.
Note: 15p.

Descriptors: *Dance/ *Disadvantaged Youth/ Elementary Education/ Elementary School Students/ Females/ Physical Education/ *Self Concept/ Urban Education
Current research has indicated that one of the disadvantaged child's handicaps is a poor self-concept, which is generally reflected in an inability to adjust to the school's middle class setting and which results, in many cases, in educational disadvantage. In modern educational dance, the body is used both as a means of expression and as a projection of the self. A study was conducted on whether modern dance could be used to improve the self-concept of the disadvantaged child in a school setting. Seventy-five disadvantaged inner-city elementary school girls were exposed to modern educational dance as a substitute for the standard required physical education curriculum, to which a control group of 75 girls were exposed. The goals of the modern dance class were to develop a vocabulary of movement and the opportunity for creative, improvisational movement. The Lipsitt Self-Concept Scale for Children was administered as the pretest, at the conclusion of the experimental period four months later, and again 3 1/2 years later. Tables noting differences between the pre- and posttest scores and the experimental and control group scores are included. The data provided significant proof that modern educational dance positively influenced the child's self-concept. (JS)

94 ED103381 SP008987
Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.05. The Puerto Rican Family. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Note: 59p.; For related documents, see ED 095 128-143 and SP 008 975-986

Descriptors: *Bilingual Education/ *Family Life/ Migration/ *Puerto Ricans/ *Teacher Education
Identifiers: *Learning Modules
This module provides the participant with an overview of the structure of the Puerto Rican family and the forces which have affected it. It is believed that the learning alternatives in this module will provide the reader with greater insight into the family lives of Puerto Rican children. Upon completion of this module, the participant will be able to (a) describe the traditional structure of the Puerto Rican family and the roles of its members, (b) explain the effect of the Americanization of Puerto Rico on the Puerto Rican family, and (c) discuss the effect of mainland migration on the structure of migrating families. The participant completes a preassessment test, chooses tasks from a list of alternatives, reads the attached narrative, and concludes the module with a postassessment test. (A bibliography is included.) (PB)

95 ED103380 SP008986
Modular Sequence: Puerto Rican Pupils in Mainland Schools. Instructor's Guide. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Note: 12p.; For related documents, see ED 095 128-143 and SP 008 975-987

Descriptors: Bibliographies/ *Bilingual Education/ Individualized Instruction/ Public Schools/ *Puerto Rican Culture/ *Puerto Ricans/ *Teacher Education/ Teaching Skills
Identifiers: *Learning Modules
The purpose of this modular sequence is to provide teachers with a comprehensive awareness and concrete applications of Puerto Rican culture with respect to public school classrooms. It focuses on the teacher's individual needs and specified competencies to be attained. The sequence is divided into 12 modules (see SP 008 975-987), each of which include a preassessment test, a postassessment test, and learning tasks. Competency is assessed through successful completion of the learning activities and postassessments of each module. (This document is a description of the entire modular sequence and contains a bibliography.) (PB)

96 ED103374 SP008980
Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.07. The Educational System in Puerto Rico. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Note: 28p.; For related documents, see ED 095 128-143 and SP 008 975-987

Descriptors: *Bilingual Education/ *Educational History/ Educational Theories/ English Instruction/ Historical Reviews/ *Puerto Ricans/ *Teacher Attitudes
Identifiers: *Learning Modules
This module provides readers with a comprehensive view of the historical development of education in Puerto Rico, including the present. Upon completion of this module, participants will be able to (a) describe significant historical developments of the educational system in Puerto Rico, (b) compare/contrast philosophical and structural differences between island and mainland schools, and (c) analyze the relationship of Puerto Rico's collective "identity crisis" to the teaching of English on the island. The student completes a preassessment test, chooses tasks from a list of alternatives, and concludes the module with a postassessment test. (A five-item bibliography is included.) (PB)

97 ED103373 SP008979
Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.06. Prejudice and the Puerto Rican. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Note: 9p.; For related documents, see ED 095 128-143 and SP 008 975-987

Descriptors: Bias/ *Bilingual Education/ Physical Characteristics/ *Puerto Ricans/ *Racial Discrimination/ Social Discrimination/ *Teacher Attitudes
Identifiers: *Learning Modules
This module presents an overview of the kinds of problems Puerto Ricans encounter because of prejudice. Upon completion of this module, participants will be able to (a) list and describe physical characteristics of Puerto Ricans which can make them subject to prejudice and (b) identify results of prejudice in terms of housing, jobs, education, ambitions and goals, Puerto Rican attitudes toward Anglos and blacks, and Puerto Rican values. Students complete a preassessment test, choose tasks from a list of alternatives, and conclude the module with a postassessment test. (An eight-item bibliography is included.) (PB)

98 ED103371 SP008977
Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.03. Living Conditions in the U.S.: New York. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford, Conn. Coll. of Education.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Note: 10p.; For related documents, see ED 095 128-143 and SP 008 975-987

Descriptors: *Bilingual Education/ Culture Conflict/ Living Standards/ Puerto Rican Culture/ *Puerto Ricans/ *Teacher Attitudes/ Teacher Education
Identifiers: *Learning Modules/ New York
This module provides the participant with an overview of living conditions of the Puerto Rican in New York, so that as a teacher he may better understand the conflicts and emerging values of both parents and children on the mainland. Upon completion of this module, the participant will be able to list and describe the advantages and disadvantages of living conditions in New York as contrasted with life on the island. The student completes a preassessment test, chooses tasks from a list of alternatives, and concludes the module with a postassessment test. (A 17-item bibliography is included.) (PB)

99 ED103369 95 SP008975
Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.01. The Puerto Rican in Puerto Rico. Teacher Corps Bilingual Project.
Hartford Univ., West Hartford. Conn. Coll. of Education.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Note: 10p.; For related documents, see ED 095 128-143 and SP 008 976-987

Descriptors: *Bilingual Education/ Learning Activities/ *Puerto Rican Culture/ *Puerto Ricans/ *Teacher Attitudes/ *Teacher Education
Identifiers: *Learning Modules
This module provides the participant with an overview of life and living conditions in Puerto Rico so that as a teacher he may better understand the lives of Puerto Rican children in mainland schools. Upon completion of this module, the participant will be able to (a) list major cultural forces in the lives of Puerto Ricans on the island and (b) describe both urban and rural lifestyles on the island. The student completes a preassessment test, chooses tasks from a list of alternatives, and concludes the module with a postassessment test. (A 22-item bibliography is included.) (PB)

100
ED103186 24 RC008417
The Native American Speaks.
Bromberg, Walter; And Others
New Mexico State Dept. of Education, Santa Fe.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Publ. Date: 75 Note: 38p.

Descriptors: *American Indians/ Bias/ Clothing/ Creativity/ Cultural Background/ *Curriculum/ Effective Teaching/ Psychological Characteristics/ Resource Guides/ Self Actualization/ Self Expression/ Social Change/ *Teacher Attitudes/ *Teacher Education/ *Teaching Techniques/ Values
This publication is the product of several workshops and is aimed at multi-ethnic integration of teacher attitudes, curriculum content, and teaching techniques. The 7 articles and 3 bibliographies, contributed by Native American consultants, emphasize recognition and alteration of bias in teacher attitudes, curriculum content, and teaching techniques. Articles are titled "Navajo Culture Today--Alteration of Tradition" (a brief history of Navajo cultural eras, the final era postulated as that of late 20th Century tribal or individual business enterprise); "Cultural Aspects That Affect the Indian Student in Public Schools" (time, competition, future orientation, and talk are cited as philosophical differences); "Contemporary and Traditional Clothing of the Pueblos" (a fashion show commentary designed to differentiate between the 19 pueblos in New Mexico); "The Varied and Changing Nature of the Indian Community" (a plea for educating teachers in terms of Indian identity and the negative aspects of paternalism); "Self Actualization Through the Creative Process" (creativity seen as a means of liberation); "Self-Image of the American Indian--A Preliminary Study" (drugs and Indian psychology, the Indian Gestalt view, and self-image and Indian psychology). (JC)

101

ED102153 SP008938

A Cross-Cultural Program for Attitude Modification of White Students on a Predominantly Black University Campus: A Research Monograph.

Mohr, Paul B., Sr.

Florida A and M Univ., Tallahassee. School of Education.

Sponsoring Agency: Carnegie Corp. of New York, N.Y.

Publ. Date: 75 Note: 40p.; Prepared for the 1975 Distinguish Achievement Awards Program

Descriptors: *Caucasian Students/ Changing Attitudes/ *Intercultural Programs/ Negro Culture/ *Negro Students/ *Racial Attitudes

Identifiers: *Distinguished Achievement Awards Entry

This study sought to assess the effectiveness of the Carnegie Cross-Cultural Experience Program. The program brought white students from the University of Florida to study at the predominantly black Florida A & M University. The program came about because it was felt that as an increasing number of black people enter professional fields or are served by professional people, white professionals have become aware of the need to "sensitize" themselves to modern black culture. Pre- and post-program questionnaires were administered. A follow-up test administered three months after the close of the program included the following: (a) FAMU Campus Opinionnaire, (b) process analysis, and (c) student evaluation. (These are all included in the Appendix.) The tests indicated that the program was highly effective in preparing white students for understanding and working sensitively and responsibly with blacks. (PB)

102

ED102113 SP008893

A Modular Approach: The Culturally Disadvantaged Youth.

Graham, Delores P.

Publ. Date: 71 Note: 59p.

Descriptors: *Curriculum Guides/ *Disadvantaged Youth/ Performance Based Teacher Education/ *Teacher Education/ Teacher Interns

GRADES OR AGES: Teacher interns. SUBJECT MATTER: Teaching culturally disadvantaged youth. ORGANIZATION AND PHYSICAL APPEARANCE: The seven course topics are listed, as well as an introduction, the course prerequisite, course requirements, and a list of basic textbooks. The guide includes eight instructional modules. OBJECTIVES AND ACTIVITIES: Operational and performance objectives are listed for each module. INSTRUCTIONAL MATERIALS: Lists of books, films, and tapes are included in each module. Writings by the author (reading requirements) are included in the appendix. STUDENT ASSESSMENT: No provision indicated. OPTIONS: Space is left for options, but none are listed. (PB)

103

ED101906 RC008342
Historical Basis for a "Raza" Typology.
Lux, Guillermo
Publ. Date: 15 Nov 74 Note: 23p.; Paper presented at the annual meeting of the Southern Historical Association (Dallas, Texas, 15 November 1974)

Descriptors: Acculturation/ *Activism/ American History/ Colonialism/ Definitions/ Interaction/ *Intergroup Relations/ *Mexican American History/ *Mexican Americans/ Social Class/ Spanish Speaking/ Subculture/ *Typology
Identifiers: *Chicanos
Historically, the dominant culture in the United States has, consciously or inadvertently, attempted to assimilate minority cultures -- hence, the term "melting pot". Yet despite several centuries of systematic Americanization, there remains a definite cultural mosaic in the United States. In the post-Melting Pot Era, such terms as Chicano, Mexican American, Spanish, Latino, Hispano, and Spanish American have been used interchangeably to refer to a person of Spanish, Mexican, and Indian descent. This ambiguity in usage exists because social realities, the complexities of intra-group dynamics, and different sub-group life styles have been disregarded. There is further confusion and misuse because of the preferred label usage self-imposed by the people themselves in different geographical areas. Ideological differences, social class status, socioeconomic status, age, and politico-social consciousness are overriding factors. All "raza" types participate in varying degrees and intensity in "El Movimiento". This paper sorts out some of the "raza" types, shows "raza" group interaction and thereby differentiates between the sub-groups, and discusses "El Movimiento" activities (usually dismissed as militancy) by other "raza" than Chicanos. (Author/NQ)

104

ED101878 RC008304
Para Los Ninos -- For the Children: Improving Education for Mexican Americans.
Sotomayor, Frank
Commission on Civil Rights, Washington, D.C.
Report No.: CCR-47
Publ. Date: Oct 74 Note: 30p.; This publication and Report VI also available in Spanish
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Descriptors: Academic Achievement/ *Bilingual Education/ Changing Attitudes/ Counselor Attitudes/ *Educational Attitudes / Educational Disadvantagement/ *Mexican Americans/ Self Concept/ *Student Attitudes/ *Teacher Attitudes
Identifiers: Chicanos/ *Southwest
The U.S. Commission on Civil Rights conducted the Mexican American Education Study between 1969 and 1974. Drawn from the published and unpublished findings of this study, this report discusses the education of Mexican Americans in the 5 Southwestern states of Arizona, California, Colorado, New Mexico, and Texas, where about 85 percent of all Chicanos live. Additional material was obtained from interviews with students, parents, and educators throughout the Southwest. Topics discussed are: (1) the first day of school for a Chicano; (2) what students feel; (3) what teachers expect of Chicanos; (4) what schools are doing; and (5) bilingual/bicultural education. The report of the Mexican American Study are listed. (NQ)

105

ED101259 CG009550

Counseling The Mexican-American Student: A Position Paper.

Gonzalez, Carlos; And Others

Publ. Date: Mar 72 Note: 11p.

Descriptors: *Counselor Acceptance/ Counselor Characteristics / *Cultural Pluralism/ *Identification (Psychological)/ Junior Colleges/ Junior College Students/ *Mexican Americans/ *Self Concept/ State of the Art Reviews

The authors attempt to increase understanding of the Chicano student in a community college setting. The attitudes and values of a counselor are very important in a counseling relationship; therefore, a counselor must be honest with himself in analyzing his own feelings about those who are different from himself. Many Chicano students enter community colleges with a definite identity crisis. They have been living in two cultures, believing that they must totally accept one and reject the other. A counselor has a responsibility to educate himself about the history and culture of the Mexican-American and to take an active part in helping students resolve their identity crises. In addition it is important for students to be encouraged to study the history and culture of the Mexican-American (i.e., Raza classes). (Author/PC)

106

ED099445# UD014667

Perspectives from the Puerto Rican Faculty Training Project.

Longres, John

Council on Social Work Education, New York, N.Y.

Publ. Date: 73 Note: 68p.

Available from: Council on Social Work Education, 345 East 46 Street, New York, New York 10017 ($3.00, paper)

Document Not Available from EDRS.

Descriptors: College Faculty/ Curriculum Development/ Educational Programs/ Instructional Staff/ *Professional Education/ Professional Training/ Puerto Rican Culture/ *Puerto Ricans/ *Social Work/ *Social Workers/ *Teacher Education/ Teacher Education Curriculum/ Teacher Educators/ Teaching Methods

The intent of this report on the Puerto Rican Faculty Development Project is to describe a dynamic, meaningful experience. A group of 25 Puerto Rican social work professionals met under the guidance of leading social work faculty with the objective of preparing themselves for full participation as social work faculty. Although the population of Puerto Ricans on the continent in 1970 was estimated at close to two million, there were almost no Puerto Rican social work educators on the faculties of continental colleges and universities. The Council on Social Work Education obtained funds for a beginning project to increase Puerto Rican representation in schools of social work. A great deal of material, collected in a number of ways, was presented during the three workshops comprising the project's program. A short questionnaire was prepared and completed by the participants. Informal interviews were also conducted. From these sources, the essence of the workshops was distilled. Four themes have been delineated and each consitutes a chapter of this report: (1) Culture and Ethnic Identity; (2) Schools of Social Work and Minority Group Faculty; (3) Curriculum Development and Puerto Rican Content; and, (4) Teaching Techniques and Course Development. A final chapter covers the evaluation of the project and makes recommendations which hopefully will be useful in planning subsequent projects. (Author/JM)

107

ED098561# CS001512

A Study of the Effects of Reading Upon the Attitudes of Fifth Graders Toward Mexican Americans.

Howell, Maryon

Publ. Date: 73 Note: 154p.; Ph.D. Dissertation, Southern Illinois University

Available from: University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6211, MFilm $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors: *Changing Attitudes/ Doctoral Theses/ Grade 5/ *Reading/ Reading Instruction/ *Reading Research/ *Spanish American Literature/ *Spanish Americans

Designed to test the effectiveness of reading as a factor in changing attitude, this study was based on three hypotheses: reading taught in the normal classroom could be the media through which positive attitudes toward Spanish Americans are fostered; there would be no significant difference between the scores of boys and girls and the children's attitudes; and there would be no significant difference between levels of intelligence and the children's attitudes. Of the 137 fifth-grade subjects used, 43 were used as a control group, 45 as a ten-week instruction group, and 49 as a five-week instruction group. Ten stories about Mexican Americans, all presenting positive attitudes, were used in the two instructional groups. Significant differences were indicated for the ten-week group, for three of four evaluations: the semantic differential, the social attitude scale, and the Purdue Master Attitude Scale. Only one test--the social attitude scale--indicated significance for the five-week instruction group. Neither sex nor intelligence was found to play a significant role in differentiating attitudes toward Mexican Americans. (Author/HOD)

108

ED098451 CG009151

Identity Groups with American Indian Adolescents.

Hammerschlag, Carl A.

Publ. Date: Feb 74 Note: 16p.; Paper presented at the Annual Meeting of the American Group Psychotherapy Association (New York, New York, February 1974)

Descriptors: Adolescents/ *American Indians/ Identification (Psychological)/ *Minority Groups/ Self Actualization/ *Self Concept/ *T Groups/ Therapy

The struggle for self discovery is the major task of adolescent development. That struggle can be magnified by certain psychosocial forces which retard such ego identity development. American Indians share a centuries old, psychohistorical experience of massive disenfranchisement, powerlessness, and enforced dependency. Its symptomatic legacy is family disintegration, unemployment, alcoholism, and other suicidal behavior. For American Indian adolescents, who see such manifestations in their parents and tribes, it often triggers an unusually stormy adolescent struggle. The anticipated alienation, disorientation, and confusion of adolescence becomes magnified in the face of such negative identifications. This paper outlines a small group experience and the issues with which these young people deal, its efficacy and outcome. (Author)

109

ED098199 SP008558

In-Service Education for Teachers of Disadvantaged Youth: Final Report.

Butler, Loretta M.; And Others

Roosevelt Univ., Chicago, Ill. Coll. of Education.

Sponsoring Agency: Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Publ. Date: Jul 74 Note: 162p.

Descriptors: Career Education/ Cultural Awareness/ Cultural Background/ Curriculum Development/ *Disadvantaged Youth/ Individual Needs/ *Inservice Teacher Education/ *Student Attitudes/ *Teacher Attitudes/ Teacher Workshops

A short-term intensive training experience for 114 Chicago Public School teachers was provided in two 3-day workshops with field site followup. Participants were selected from schools located in multiethnic and economically disadvantaged areas of Chicago. Workshops were designed to provide participants with a greater awareness and appreciation of their own cultural heritage and a better understanding of the vocational and motivational needs of their students. In addition, specific attention was directed to developing implementation skills associated with the Illinois Model for Career Education for the purpose of involving students in activities specifically related to the world of work. Following workshop activities, participants were observed in the field in order to assist and facilitate the development of career education and multiethnic curriculum units for use in their classrooms. Participants were asked to keep a log of activities, along with the problems involved in their curriculum development efforts. At a final dissemination workshop, measured changes in selected teacher perception were found to be in a positive direction, a major change being that teachers seemed to attach greater value to the importance of education for their students after the project than before it began. (Included are extensive materials and exhibits from the program.) (Author/JA)

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ED097963 PS007461

Techniques and Processes of Socialization of the Black Child.

Whitehurst, Keturah E.

Publ. Date: 17 Jul 72 Note: 22p.; Paper presented at a meeting at the Institute in the Black Perspective (Washington, D.C., July 17, 1972); Filmed from best available copy

Descriptors: *Cultural Awareness/ Identification (Psychological)/ Language Usage/ *Negro Youth/ *Racial Attitudes/ Racial Discrimination/ Self Actualization/ *Self Concept/ Social Development/ *Socialization/ Values

Certain techniques have been found to be effective in the socialization process, and because these are basically learning principles they are tenable for socialization in any group, as socialization itself is a learning process. The peculiar differentiating aspects of group identity lie in the content (the particular values and goals espoused by the different groups), and style (their distinctive forms of expression) - not in the processes through which the groups achieved these values. Black Americans must use the same techniques that are presently used to socialize the Black child to the middle class white American value system, and re-connect the Black American with his own historical identity. Using all the known techniques of learning, from role-playing to story-telling, the processes of socialization for the black child must be filled with black ego-enhancing content. Black children must be taught the skills for exploding derogatory myths and critically analyzing written material - books, newspapers, and so-called scientific studies. They must be disciplined to careful study and to love of knowledge. Such a process of socialization for the black child toward a self-respecting, self-actualizing authentic person, demands an armament of ego defenses to serve as counteractives to the unrelenting stream of assaults by a sometimes inhospitable larger culture. (Author/CS)

111
ED097833 HE005987
Quality of Interracial Interaction Among University Students. Research Report No. 6-74.
Merritt, Mary Strader; And Others
Maryland Univ., College Park. Cultural Study Center.
Publ. Date: 74 Note: 9p.

Descriptors: *Caucasian Students/ College Students/ *Higher Education/ *Interaction/ *Negro Students/ Questionnaires/ *Race Relations/ Racial Attitudes/ Racial Integration/ Research Projects/ Universities
Identifiers: *University of Maryland
The purpose of this study was to investigate the quality of interaction among black and white university students while considering the nature of the situation and the race involved. A questionnaire consisting of 15 situations of an academic, social, and professional nature was administered to 314 freshman and sophomore students (60 percent male, 40 percent female, 56 percent white and 44 percent black). Data were analyzed using Analysis of Variance and Scheffe post hoc tests. Results indicated that regardless of race, students tended to feel most comfortable in an integrated situation (50 percent black, 50 percent white), less comfortable when they were in the majority, and least comfortable when they were in the minority. Exceptions where students preferred to be in the majority involved the situations of a party, a blind date, and having major surgery performed. Whites generally felt more comfortable than blacks in most situations. Blacks felt more comfortable than whites in an integrated neighborhood or dorm situation. Whites felt more comfortable than blacks being in a minority when discussing civil rights. Implications of the results for educators were discussed. It was concluded that while there were some negative findings, generally the results appeared to indicate that blacks and whites are approaching equality in their relations with one another. (Author)

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ED095574 95 CG009201
Racial Interaction Between Counselor and Client as a Factor in Counseling Outcome. Final Report.
Peters, Herman J.; Slaughter, George F.
Ohio State Univ., Columbus. Research Foundation.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.: BR-0-E-179-FR
Grant No.: OEG-5-71-0014(509)
Publ. Date: Nov 73 Note: 134p.

Descriptors: *Counseling Effectiveness/ *Counselor Performance/ *Helping Relationship/ Minority Groups/ *Negro Students/ *Racial Attitudes/ Racial Recognition/ Research Projects
Identifiers: *Barrett Lennard Relationship Inventory
The purpose of this study was to determine differences, if any, in the counseling relationships established by white female counselors counseling black students as compared with black female counselors counseling black students. The Barrett-Lennard Relationship Inventory, Myers-Briggs Type Indicator, and California Test of Basic Skills were utilized in data collection and analysis. Also, an independent judge classified counselors into two groups, highly responsive and responsive counselors, for further analysis. Sample size consisted of 10 white female counselors and 10 black female counselors; each counselor counseled two male and two female black students for an average of 10 counseling sessions. The findings for this particular sample suggest the following conclusions: it is the individuality of the counselor which has the greatest influence on the counseling relationship with black students, rather than the race (of the counselor), or sex (of the student), or personality (of counselor-student similarity). Also, both black and white counselors tend to underestimate the degree of unconditionality shown in the counseling relationship with black students. (Author/HMV)

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ED096296 SP008426

The Effects of Tactile Communication in Sport on Changes in Interpersonal Relationships Between Black and White Children.

Johnson, Susan Buchwald

Publ. Date: Aug 73 Note: 90p.; Master's thesis, Memphis State University

Descriptors: *Athletic Activities/ *Caucasian Students/ Elementary School Students/ *Grade 3/ *Interpersonal Relationship/ *Negro Students/ Physical Activities/ Sensory Experience

This study determines the effects of tactile communication in sport on changes in interpersonal relationships between black and white children. The experimental design consisted of three treatment groups each emphasizing tactile, cooperative, or individual experiences in physical education. The control group participated in tactile, cooperative, and individual activities. Subjects, consisting of 235 elementary school children representing four integrated, self-contained, third-grade classes in two schools, were pretested by a sociometric rating scale to determine their interpersonal relationship status with other children. After participating in a 6-week sports unit, the subjects were posttested on the same sociometric rating scale. Results indicated that there is a statistically significant change in a positive direction in interpersonal relationships of black children who experience tactile communication with white children in sport and that there is not a statistically significant change in a positive direction in interpersonal relationships of white children who experience tactile communication with black children in sport. (Author)

114

ED096088 RC008134

A Study of Youth Attitudes Toward Authority and Their Relation to School Adjustment Patterns. A Report Prepared by the 1973-74 Humboldt County Grand Jury, June 1974.

Bowlus, Donald; And Others

Educational Research Associates, Trinidad, Calif.

Publ. Date: Jun 74 Note: 60p.

Descriptors: Acculturation/ Affective Behavior/ *American Indians/ *Anglo Americans/ Conformity/ Cultural Background/ *Environmental Influences/ Law Enforcement/ Majority Attitudes/ Minority Groups/ *Police School Relationship/ Positive Reinforcement/ Socioeconomic Influences/ *Student Attitudes/ Success Factors

Identifiers: California/ *Humboldt County

The Humboldt County Grand Jury (1973-74) examined the attitudes of high school youths toward law enforcement in the California county. Since these are sensitive indicators of their attitudes toward authority in general, results should not be interpreted as being exclusively relevant to law enforcement. The study covered a 4 month period, sampling 671 advanced level high school students from 5 schools. The first phase surveyed student attitudes toward law enforcement officers; the second investigated the relation of student adjustment patterns to these attitudes. To identify sources of rating variations, students were divided into subgroups by sex, school attended, parents' income level, and racial group (American Indian and Anglo). Ratings of law officers are also influenced by the broader, perhaps more stable, personal and social attitudes (alienation and authoritarianism). There was a significant relationship between the respondent's degree of alienation and evaluations given law officers. Success within the school society depends primarily upon acculturation, which by and large means conformity to an implicit model of social behavior and personal conduct and compliance to the will of the teachers. Those students who are the most "culturally different" from the white middle class model, in this case Native Americans, suffer most and achieve least. The report emphasized that differences in achievement levels are not caused by differences in ability to learn, but rather are the consequence of the interaction of the students' cultural backgrounds with the school system. (KM)